DOCUMENT RESUME

ED 114 048 IR 002 667

TITLE	Long-Range Financing for Public Broadcasting. Hearings Before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress. First Session on H.R. 4563.
INSTITUTION	Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.
PUB DATE	75
NOTE	555p.
EDRS PRICE	MF-$0.92 HC-$28.56 Plus Postage
DESCRIPTORS	Educational Radio; Educational Television; *Financial Support; Government Publications; *Government Role; *Programing (Broadcast); *Public Television; Radio; Television
IDENTIFIERS	Corporation for Public Broadcasting; HR4563; Public Broadcasting; *Public Broadcasting Act of 1965

ABSTRACT

This text contains the transcripts of five days of hearings before the House of Representatives' Subcommittee on Communications, and it includes the texts of thirty-five statements and a substantial amount of additional material introduced for the record. The subject of the hearings was the extent and form of government subsidies to public broadcasting. These issues are contained in HR 4563, The Public Broadcasting Act of 1975. (EMH)

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LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

HEARINGS
BEFORE THE
SUBCOMMITTEE ON COMMUNICATIONS
OF THE
COMMITTEE ON INTERSTATE AND FOREIGN COMMERCE
HOUSE OF REPRESENTATIVES
NINETY-FOURTH CONGRESS
FIRST SESSION
ON

H.R. 4563

A BILL TO AMEND CERTAIN PROVISIONS OF THE COMMUNICATIONS ACT OF 1934 TO PROVIDE LONG-TERM FINANCING FOR THE CORPORATION FOR PUBLIC BROADCASTING, AND FOR OTHER PURPOSES

APRIL 8, 9, 10, 14, AND 22, 1975

Serial No. 94–34

Printed for the use of the Committee on Interstate and Foreign Commerce

IR 002 667

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- Association of Public Radio Stations, Matthew B. Coffey, president.
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  - Hughes, Joseph, director, and chairman, Task Force on Long-Range Funding.
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- Greater Washington Educational Telecommunications Association, Inc., Sidney James, chairman.
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- National Association of Educational Broadcasters, William G. Harley, president.
- National Black Media Coalition, Pluria Marshall, Washington representative.
- National Organization for Women:
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  - Irwin, Cathy, national vice president for public relations.
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- Office of Telecommunications Policy, Executive Office of the President:
  - Eger, John, Acting Director.
  - Goldberg, Henry, General Counsel.
  - Griffith, Ralph, Assistant to Director.
  - Loftus, John, aide.
  - Sheppard, Col. Charles, military aide.
- National University Extension Association, Robert J. Pitchell, Ph. D., executive director.
- Public Broadcasting Service:
  - Gunn, Hartford N., Jr., president.
  - Rogers, Ralph, chairman of the board.

LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

TUESDAY, APRIL 8, 1975

House of Representatives,
Subcommittee on Communications,
Committee on Interstate and Foreign Commerce,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to notice, in room 2123, Rayburn House Office Building, Hon. Torbert H. Macdonald, chairman, presiding.

Mr. Macdonald. The hearing will come to order.

This morning the Subcommittee on Communications begins its hearings on the subject of long-range financing for public broadcasting.

Although we have only one piece of legislation before us, the Administration bill H.R. 4563, introduced by the chairman and the ranking Republican of the full committee, by request, the subcommittee is well aware of the recent action taken by the Senate Commerce Committee in reporting similar legislation with higher Federal ceiling limits. I am certain that much of the testimony we will hear today will attempt to justify those higher ceilings.

Before we begin, I would like to say just a brief word about the background of this legislation. In 1967, the recommendations on public broadcasting made by the Carnegie Commission led to the Public Broadcasting Act of 1967. It was this legislation which had its beginnings in this subcommittee which more or less is responsible for the rapid development of public broadcasting which has taken place over the last 7 years. Many of you before me know that that subject has had its ups and downs in the mean time.

However, one recommendation made by the Carnegie Commission was not implemented since 1967 and that recommendation was for a procedure of insulated funding, which, and I quote, "would free the corporation to the highest degree from the annual governmental budgeting and appropriations procedures."

The Carnegie Commission report further emphasized that "the goal we seek is an instrument for the free communication of ideas in a free society."

Thus, the long-range financing concept which is embodied in the legislation before this subcommittee today represents a step toward completing that unfinished business of 1967. To be quite perfectly frank, I had not envisioned the Government being that highly relied upon for the long-range financing. It is a fact of life that it is.

We will be considering, during the course of these hearings, the question of whether public broadcasting deserves to embark on such an innovative journey. There are considerable sums of money involved in the proposed 5-year authorization and appropriation which is embodied in the legislation we will be considering today.

H.R. 4563 provides for the expenditure of up to $453 million in Federal funds over the next 5 years. The amounts in the Senate bill total $634 million in Federal funds over the next 5 years. Either of these figures represent a substantial Federal commitment which the Congress is being asked to make at a time of serious economic problems and at a time when every dollar that the Congress is asked to expend should be and will be carefully justified and subject to criticism by those who have really no interest in the subject matter for which Congress has appropriated the funds.

I am not trying to, by any stretch of the imagination, say it is confined solely to public broadcasting. However, there is a feature of this legislation which sets it apart from normal spending programs approved by the Congress and that is the provision not $1 of Federal funds be expended until public broadcasting has, on its own initiative, raised $2½ from non-Federal sources. This means that the levels of Federal contributions which we set in this legislation must be sufficient to provide an incentive for public broadcasting to come up with a greater portion of its budget from sources other than the Federal Government.

I feel that this is the commendable approach, although I will want to examine, and I am sure the members of the subcommittee will also, in some detail, how this matching system would operate or does operate.

These will be, in my judgment, important hearings for this, once again, in my judgment, not in the judgment of everybody within the Congress, is an important piece of legislation. In the coming days we will hear from many witnesses who are dissatisfied with the progress that public broadcasting has made in the areas of minority programming and minority staffing and in developing its own quality programming. It is important that these problems be aired during these hearings so that everyone who supports the concept of public broadcasting will have an opportunity to help translate that concept into a long-awaited reality.

[The text of H.R. 4563 follows:]

94TH CONGRESS
1ST SESSION

H. R. 4563

IN THE HOUSE OF REPRESENTATIVES

MARCH 10, 1975

Mr. STAGGERS (for himself and Mr. DEVINE) introduced the following bill; which was referred to the Committee on Interstate and Foreign Commerce

---

A BILL

To amend certain provisions of the Communications Act of 1934 to provide long-term financing for the Corporation for Public Broadcasting and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Public Broadcasting Financing Act of 1975".

SECTION 1. Subsection 396 (k) of the Communications Act of 1934 is amended by inserting, after paragraph (2), the following paragraphs:

"(3) There is hereby established in the Treasury a fund which shall be known as the 'Public Broadcasting Fund,' administered by the Secretary of the Treasury. There are authorized to be appropriated to said Fund for each of the fiscal years during the period beginning July 1, 1975, and ending September 30, 1980, an amount equal to 40 per centum of the total amount of non-Federal financial support received by public broadcasting entities during the fiscal year second preceding each such fiscal year, and for the period July 1, 1976 through September 30, 1976 an amount equal to 10 per centum of the total amount of non-Federal financial support received by public broadcasting entities during the fiscal year ending June 30, 1975: *Provided, however,* That the amount so appropriated shall not exceed $70,000,000 for the fiscal year ending June 30, 1976; $17,500,000 for the period July 1, 1976 through September 30, 1976; $80,000,000 for the fiscal year ending September 30, 1977; $90,000,000 for the fiscal year ending September 30, 1978; $95,000,000 for the fiscal year ending September 30, 1979; and $100,000,000 for the fiscal year ending September 30, 1980.

"(4) There are hereby appropriated to the Public Broadcasting Fund, out of any moneys in the Treasury not otherwise appropriated, for each of the fiscal years during the period beginning July 1, 1975, and ending September 30, 1980, and for the period July 1, 1976 through September 30, 1976, such amounts as are authorized to be appropriated by paragraph (3) of this subsection, which shall remain available until expended. Such funds shall be used solely for the expenses of the Corporation. The Corporation shall determine the amount of non-Federal financial support received by public broadcasting entities during each of the fiscal years indicated in paragraph (3) of this subsection for the purpose of determining the amount of each authorization, and shall certify such amount to the Secretary of the Treasury. Upon receipt of such certification, the Secretary of the Treasury shall disburse from the Public Broadcasting Fund the amount appropriated to the Fund for each of the fiscal years and for the period July 1, 1976 through September 30, 1976 pursuant to the provisions of this subsection.

"(5) The Corporation shall reserve for distribution among the licensees and permittees of noncommercial educational broadcast stations that are on-the-air an amount equal to not less than 40 per centum of the funds disbursed to the Corporation from the Public Broadcasting Fund during the period July 1, 1975, through September 30, 1976, and in each fiscal year in which the amount disbursed is $70,000,000 or more but less than $90,000,000; not less than 45 per centum in each fiscal year in which the amount disbursed is $90,000,000 or more but less than $100,000,000; and not less than 50 per centum in each fiscal year in which the amount disbursed is $100,000,000.

"(6) The Corporation shall, after consultation with licensees and permittees of noncommercial educational broadcast stations that are on-the-air, establish, and review annually, criteria and conditions regarding the distribution of funds reserved pursuant to paragraph (5) of this subsection, as set forth below:

"(A) The total amount of funds shall be divided into two portions, one to be distributed among radio stations, and one to be distributed among television stations. The Corporation shall make a basic grant from the portion reserved for television stations to each licensee and permittee of a noncommercial educational television station that is on-the-air. The balance of the portion reserved for television stations and the total portion reserved for radio stations shall be distributed to licensees and permittees of such stations in accordance with eligibility criteria that promote the public interest in noncommercial educational broadcasting, and on the basis of a formula designed to:

"(i) provide for the financial need and requirements of stations in relation to the communities and audiences such stations undertake to serve;

"(ii) maintain existing, and stimulate new, sources of non-Federal financial support for stations by providing incentives for increases in such support; and

"(iii) assure that each eligible licensee and permittee of a noncommercial educational radio station receives a basic grant.

"(B) No distribution of funds pursuant to this subsection shall exceed, in any fiscal year, one-half of a licensee's or permittee's total non-Federal financial support during the fiscal year second preceding the fiscal year in which such distribution is made.

"(7) Funds distributed pursuant to this subsection may be used at the discretion of stations for purposes related to the provision of educational television and radio programing, including but not limited to: producing, acquiring, broadcasting, or otherwise disseminating educational television or radio programs; procuring national or regional program distribution services that make educational television or radio programs available for broadcast or other dissemination at times chosen by stations; acquiring, replacing, and maintaining facilities, and real property used with facilities, for the production, broadcast, or other dissemination of educational television and radio programs; developing and using nonbroadcast communications technologies for educational television or radio programing purposes.".

SEC. 2. Subsection 396 (g) (2) (H) of the Communications Act of 1934 is amended by deleting the period after the word "broadcasting" and inserting the following: "and the use of nonbroadcast communications technologies for the dissemination of educational television or radio programs.".

SEC. 3. Subsection 396 (i) of the Communications Act of 1934 is amended by inserting after the word "appropriate" the following sentence: "The officers and directors of the Corporation shall be available to testify annually before appropriate committees of the Congress with respect to such report and with respect to the report of any audit made by the Comptroller General pursuant to subsection 396 (l).".

SEC. 4. Section 397 of the Communications Act of 1934 is amended by inserting, after paragraph (9), the following paragraphs:

"(10) The term 'non-Federal financial support' means the total value of cash and the fair market value of property and services (except for personal services of volunteers) received—

"(A) as gifts, grants, bequests, donations, or other contributions for the construction or operation of noncommercial educational broadcast stations, or for the production, acquisition, distribution, or dissemination of educational television or radio programs, and related activities, from any source other than (i) the United

States or any agency or establishment thereof, or (ii) any public broadcasting entity; or

"(B) as gifts, grants, donations, contributions or payments from any State, any agency or political subdivision of a State, or any educational institution, for the construction or operation of noncommercial educational broadcast stations or for the production, acquisition, distribution or dissemination of educational television or radio programs, or payments in exchange for services or materials respecting the provision of educational or instructional television or radio programs.

"(11) The term 'public broadcasting entity' means the Corporation, any licensee or permittee of a noncommercial educational broadcast station, or any nonprofit institution engaged primarily in the production, acquisition, distribution or dissemination of educational television and radio programs.".

Mr. MACDONALD. Our first witness will be Robert S. Benjamin, chairman of the board, and Henry Loomis, president, of the Corporation for Public Broadcasting.

I see you have two people with you. Would you care to introduce them for the record, if they are to testify.

STATEMENT OF ROBERT S. BENJAMIN, CHAIRMAN OF THE BOARD, CORPORATION FOR PUBLIC BROADCASTING, ACCOMPANIED BY HENRY LOOMIS, PRESIDENT; JOSEPH HUGHES, DIRECTOR AND CHAIRMAN, TASK FORCE ON LONG-RANGE FUNDING; AND DR. GLORIA ANDERSON, DIRECTOR

Mr. BENJAMIN. Thank you, Mr. Chairman.

May I present my colleagues, Mr. Joseph Hughes, director of the Corporation and chairman of the task force on Long-Range Funding; Dr. Gloria Anderson, fellow director of the Board; and, of course, our president, Mr. Henry Loomis.

Mr. Chairman, members of the subcommittee. I am Robert S. Benjamin, chairman of the Board of the Corporation for Public Broadcasting. With me this morning are my colleagues, whom I have already presented.

We are pleased to appear before you this morning to endorse, with a single but important exception, the provisions of H.R. 4563, and urge your prompt adoption of this bill in an amended form that includes higher ceilings on authorized Federal support. Amended in the manner we propose, H.R. 4563 will, at long last provide the insulated, long-range Federal support that has been regarded as essential by every legislative panel that has studied the issue since the Report of the Carnegie Commission on educational television in 1966.

The bill before you have several principal features: (1) it would create a public broadcasting fund in the Treasury; (2) provide 5-year authorizations and 5-year appropriations, beginning in fiscal year 1976; (3) provide "no year" funds; (4) establish a "matching" principal that would relate Federal support for CPB in any fiscal year to the total of nonduplicated, non-Federal support received by all public broadcasting entities in the second preceding fiscal year; and (5) establish a "matching" ratio of 2 to 5 that is, two Federal dollars for each $5 of nonduplicated non-Federal income received.

In these respects, H.R. 4563 is substantially in accord with the recommendations of the task force on long-range financing for public broadcasting, whose report, published in 1973, I offer for inclusion in the record as an appendix to my statement.

Mr. MACDONALD. Without objection it is so ordered.

Mr. BENJAMIN. We are pleased that the bill has received the endorsement of the administration, but we are concerned that its "ceilings" on annual appropriations fall far short of the demonstrable needs of public broadcasting, fail to provide adequate incentive for the growth of public broadcasting's non-Federal fund raising and thus compromise the value of the bill's matching provisions. I will, therefore, have a good deal to say about the ceilings later in my statement.

H.R. 4563 is, of course, a series of amendments to the Public Broadcasting Act of 1967; the act that first authorized Federal support for the work of the corporation. In fact, in order to understand the significance of H.R. 4563 we must understand the principal objectives and the functions of the corporation, its shortcomings, its successes, its problems, and its opportunities.

A great deal has been said about these matters in testimony before you, Mr. Chairman, over the years since this subcommittee's pioneering efforts on behalf of the Public Broadcasting Act. Thus, in order to avoid burdening you with historical data already well known to you, and already a part of this subcommittee's record, I shall restrict my remarks, generally, to the 24-month period since CPB last appeared before you seeking renewed authorizations—and, of course, to the future.

If public broadcasting is to reach its highest potential, it must, in the words of the congressional declarations that are the preamble of the Public Broadcasting Act, provide a service for all of the people of the United States. The past 2 years have brought us a great deal closer to that goal, even though we are still a long way from its full attainment.

From an organizational perspective, public broadcasting is closer to the people than ever before. Over the last 24 months, CPB has moved to open out and open up. We have sought to provide more meaningful public participation in CPB decisionmaking through the use of citizen advisory panels, like the panels on minority programing, broadcasting and education, and the role of women in public broadcasting.

We have sought to increase public participation in our decisionmaking through the increased use of public forums, including the first meeting of our board at which the public was invited to make itself heard. And finally, we have sought increased liaison on a broad spectrum of policy matters with the ACNO (Advisory Council of National Organizations), composed of 45 member, affiliate, and observer national organizations in touch with many millions of members.

In these 2 years, we have also sought to provide the public more information about CPB, about public broadcasting, about the stations. We have put a great deal more effort and more money into finding out exactly who "all of the people of the United States" are in terms of their needs for public broadcasting services, how we are serving them, how we are failing them, how we can improve our services.

One example: In February 1974, CPB commissioned the [illegible] to conduct a study and make recommendations to the board of CPB regarding CPB's role in the relationship between public broadcasting and education. The report was completed in March of this year, and you will hear much about it from the educators scheduled to appear before you. It will provide a blueprint for CPB board consideration and action that is sure to be invaluable.

Our Washington-based partners in the progress of public broadcasting have also made dramatic progress in making public television and radio institutionally more responsive to all of the citizens of the United States. These past 2 years have seen PBS (Public Broadcasting Service) reorganize to form a dynamic, well-financed enterprise in which professional representation and management is, for the first time, guided by a board of governors comprised of laymen and station (regional and previously network) public organizations.

APRS (Association of Public Radio Stations), first organized in 1973, has just organized its board of directors to place its policy-making authority equally between public representatives and professional managers. National Public Radio has already doubled the number of public members on its board.

Each of these moves toward greater citizen participation in "the public's business" has been encouraged and applauded by CPB. More remains to be done by each of us in this area, but I am convinced that in the organizational sense the public can truly be rationally drawn into the fabric of public broadcasting policy and management at the national level.

But surprisingly, as we have individually moved closer to the people, we have together moved closer to each other. The going has been a little rough at times, but progress toward mutual understanding of their respective roles and responsibilities by the stations, their representative organizations, and CPB has been remarkable.

Two excellent examples of this progress are the joint resolution of the CPB and PBS boards adopted May 31, 1973, which is appendix II of my statement and which has come to be known as "the partnership agreement," and the ongoing joint CPB-PBS-APRS project to examine and report on a 5-year model for public broadcasting activities and expenditures. I think a fine pattern of regular board-to-board consultation on significant policy matters now is in full operation.

Serving all of the people remains a significant goal of public broadcasting. Public television is distributed by [illegible] stations and is available to approximately 85 percent of the population. Although we know of UHF signal limitations which may lower that 85 percent to a lower figure for outreach. We are continuing to promote the development of new stations in unserved communities and to [illegible] new and existing public television stations.

Public radio, however, is currently available to only 55 percent of the population, and it is not present in 18 of the top 100 population centers. Our priority in radio development is evidenced by the allocation of $1 million in fiscal year 1975 to assist in the establishment of full-service public radio stations in unserved major population centers. Public radio also faces the problem of scarce and vanishing frequencies. The CPB board and the public radio community are urging the FCC to act on CPB's proposed rulemaking to deal with this problem.

Serving all of the people at the local level is also a critical goal. In the words of the Carnegie Commission report:

> Public television programming should show us the community as it really is. It should be a forum for debate and controversy. It should bring into the home meetings, now generally unattended, where major public decisions are hammered out, and occasions where people of the community express their hopes, their protests, their enthusiasms, and their will. It should provide a voice for groups in the community that may otherwise be unheard.

In recognition of the fact that community service standards for public broadcasters must be higher than those for commercial broadcasters, and of the significant work already being done in this area by many public stations, CPB has strongly urged the Federal Communications Commission to adopt procedures requiring all public stations to ascertain community needs and serve them.

The CPB policy on equal opportunity and CPB assistance is also designed to promote equal access to public broadcasting services and employment, regardless of race, religion, sex, color, national origin, or age. The policy adopted by the CPB board in February 1974, has been accepted by every recipient of CPB funds. The policy is contractual rather than regulatory in nature, in keeping with the corporation's nongovernmental status. We believe it to be a positive element in insuring that public broadcasting's many benefits will, in fact, reach all of the people.

As Congress passed the Public Broadcasting Act in 1967, in its wisdom it recognized that financial help from Washington can often be a burden as well as a blessing; that the "strings" attached to some financial support programs have all but transferred decisionmaking on local problems and local opportunities to project managers in Washington, far from the intended beneficiaries in perspective as well as in distance. Thus, in charging CPB with assisting in the full development of noncommercial educational radio and television, Congress specifically declared that the corporation would:

> ... carry out its purposes and functions and engage in its activities in ways that will most effectively assure the maximum freedom of the noncommercial educational television or radio broadcast systems and local stations from interference with or control of program content or other activities ...

From its earliest days CPB has used the "community service grant"—CSG's as they are known—to deliver critically needed assistance to local stations without impairing their independence or interfering with their local decisionmaking. CPB has established and maintained high standards of financial accountability for the community service grants it makes to stations. Yet, these grants arrive at the local television stations with virtually no strings attached. They are available for use as those entrusted with local station policy and management see fit. Public radio CSG's are used at the stations' discretion for new and expanded activities, or to continue projects started with earlier CSG funds.

The range of uses of CSG's is as diverse as the stations receiving them. From 1967, when the CPB board authorized the first community service grants for television—a flat $10,000 to each of 121 stations totaling $1.2 million—to fiscal year 1975 when more than $25 million in CSG's was made available to 163 stations, these grants have been used, at local option, to enhance local cultural and public affairs programs. And we cite six illustrations of special kinds of local programing by six different stations.

Since your hearings only 2 years ago, we have increased more than fivefold the total of CSG's available to television stations on sliding scales they themselves participated in establishing. Our commitment to the concept and the importance of the television community service grants has been exemplified in the partnership agreement I mentioned earlier. There we agreed that fully 50 percent of CPB's Federal appropriations, at levels of $80 million and above, would be reserved each year for local television station use in accord with decisions made locally.

Community service grants have played an equally critical role in the growth and independence of public radio stations from fiscal year 1970, when CPB committed $702,000 to 80 stations, to fiscal year 1975 when a total of approximately $3.6 million will be available to about 170 stations. In the most recent 2 years, radio CSG's have risen by 35 percent from $2.6 million to $3.6 million.

The bill before you contains a provision requiring CPB to reserve for distribution to both television and radio stations not less than 40 percent of the amounts appropriated from $70 million to $90 million, 45 percent of appropriated amounts from $90 million to $100 million, and 50 percent of amounts at $100 million. At these levels of reserve, and at the ceilings we recommend, total radio and television community service grants would continue their dramatic growth through fiscal year 1980. As public broadcasting stations around the country reach deeper and deeper into their communities to ascertain and meet local needs, the improvements these funds will generate is truly inestimable. Even as important, this vitally needed help will reach the stations at no cost to their essential local autonomy.

The past 2 years have seen even further emphasis upon—and further CPB commitment to—local station independence. This is especially true in the area of program decisionmaking. In television, for instance, the PBS station program cooperative, with substantial help from CPB and the Ford Foundation, has proven to be a valuable new mechanism for permitting local stations to make the decisions regarding production and distribution of certain ongoing public television offerings.

The first cooperative, SPC I—1974, saw $4 million in station contributions matched by $5.2 million in Ford Foundation assistance and $4.2 million from CPB, for a total of $13.4 million in program production; and added a new measure of local control to a broadcasting system already unique in all the world for its sensitivity to diverse local service requirements. Programs purchased in SPC I represented about one-third of nationally disturbed public television programs.

The second cooperative, SPC II, is now underway. CPB and the Ford Foundation have pledged a total of $10 million to support a cooperative targeted at $18 million. SPC II will thus see the ratio of station to Ford/CPB matching funds increase from SPC I, in accord with our objective of creating a totally station-supported mechanism for station decisionmaking on cooperative offerings in the very near future. Such a mechanism will permit CPB to furnish substantial support for new and innovative programs. I will have more to say about the area of innovation later in my statement.

Public radio, too, reflects a unique commitment to local autonomy in program selection and distribution. The 176 noncommercial radio station members of NPR (National Public Radio), are presently able to select from 37 hours of high quality programs each week. NPR has also pioneered with modular program elements, permitting local stations full selectivity and total freedom in the use and adaption of interconnected materials.

Local station autonomy, whether in radio or in television, is the product not only of local options but of local support. The effort now underway to build support for local stations in their own communities is an example. The major objective of the television "station independence project," funded partially by the stations themselves and partially by the Ford Foundation, is improving each station's ability to support itself through increased individual membership contributions.

An early report on the results of the station independence project is encouraging. We are hopeful that by the time final accounting for the project is completed 200,000 new members, 200,000 new funding sources, will have joined the public broadcasting cause, contributing more than 5 million new dollars.

A major radio development effort, designed to increase local memberships and local financial support was inaugurated with CPB assistance in the summer of 1974. Here, again, early results are gratifying.

Increased membership contributions mean more than mere dollars to aid in the station's work. They mean more dollars from more sources—diverse funding support. Diverse funding support means less reliance on the support of one or a few donors who, willfully or not, may tend to impair the independence of judgment required of public stations.

H.R. 4563 itself recognizes the need for diversity of funding sources for local stations. For, while the bill reserves a substantial share of CPB's appropriations for distribution to local stations overall, it also limits any individual station's share of the total reserve fund to an amount, effectively 50 percent, of that station's non-Federal budget. We believe the limitation is a wise one that will safeguard the station's and the public alike against potential interference, while encouraging station efforts on behalf of increased local community support.

The Public Broadcasting Act charges the corporation to promote the development and distribution of "programs of high quality obtained from diverse sources." That charge is an integral part of the whole public broadcasting picture, for it is the quality of public broadcasting's offerings and the diversity of their perspectives that make its service a true alternative to commercial radio and television.

Public broadcasting strives to reach different audiences, at different times, with different kinds of programs. Unlike commercial broadcasting, which attempts to attract mass audiences all of the time, public broadcasting is a highly specialized medium, trying to serve all of the people some of the time. Its basic task is to widen the horizons and enrich the lives of those who watch public television and listen to public radio. It meets its objectives equally well whether it serves an alarmed citizenry with massive, prime time coverage of the Watergate hearings, or little children with the message of confidence and self-esteem brought by Misteroger's Neighborhood.

In aiming to provide programs of diversity and quality to specialized audiences, public broadcasting has set standards of excellence which have not gone unnoticed. Both public television and public radio have earned prestigious awards which reinforce their positions as alternative programing services for the American public. With your permission, I would like to offer for your record a list of the award winning programs offered by public television and radio since we were last before your subcommittee.

If programs such as these award winners are going to continue to be the hallmark of public broadcasting, local and national, then more innovation, more experimentation, even some failures, will be necessary. That is why the CPB board has determined to place heavy emphasis on the piloting and development of new programs. CPB support will thus be focused on new programs that might not be available otherwise.

This focus on the new and innovative itself provides the opportunity for significant service to specialized audiences. Thus, we are already able to bring the viewer "Nova," WGBH, the very successful series on science and its impact upon our society; "Interface," WETA, which examines the merger and interaction of conflicting cultures; "Feeling Good," CTW, an ambitious, family-oriented series on health; and "Theater in America," WNET, which presents the best of the stage, as performed by companies around the Nation. For the listener there is NPR's news and public affairs magazine in a unique format, "All Things Considered" and "Earplay" from WHA, Madison, a series of contemporary radio dramas from new and established playwrights.

CPB commitments to new programs for specialized audiences will soon bear fruit. Already in various stages of development for 1975 and 1976 broadcast are a major series on black culture; a Bicentennial history series; programs for senior citizens—"Images of Aging," a specialized series for women "Woman Alive," a bilingual hispanic series "Realidades," and a series on native American art, "American Indian Artists."

Wherever possible, we develop program concepts and goals for pilots with the help of representatives of the specialized audiences the series is meant to serve. The CPB board itself has expressed its commitment to the production and distribution of programs in which minority group members are involved in a meaningful way in every stage of the undertaking, from concept, through proposal, through production, and ultimately through distribution.

H.R. 4563 will certainly enhance CPB's ability to support the production and distribution of quality programs. That is because it will provide predictability of funding, and predictability of funding is almost as critical as the funding itself. This is especially true when major new projects call for commitments over a number of years. One example is "Visions," a series of original dramas for public television that draws upon the talents of American writers and producers with diverse geographic and cultural perspectives. CPB, the National Endowment for the Arts, and the Ford Foundation have thus far supported the development and early production stages of the project, which may span a 3- to 4-year period. Stable funding for CPB would enable us to plan for and make the firm, long-range commitments that such ambitious and rewarding projects require.

In 7 years of existence, CPB has had to seek renewal of its authorizations six times and its appropriations seven times. During its 84 months of existence it has been under continuing resolution funding for 39 months, and has suffered four vetoes, three of which were of HEW appropriation bills not directly related to public broadcasting.

Unpredictable and delayed funding makes planning and long-term contracting for productions very risky and often impossible. The 5-year authorizations and appropriations in H.R. 4563 would go a long way toward eliminating the risks and making sound planning possible. They would also provide a full measure of insulation against the potential for political or economic interference that year-to-year authorizations create.

The Public Broadcasting Act also authorizes CPB to assist in the development of one or more systems of interconnection, and mandates that these distribution systems permit interconnected stations to choose what interconnected programs they will use, and at what times they will use them. Thus, the network concept of time clearances by station affiliates has no place in public broadcasting. Stations may choose to broadcast an interconnected program or not. The interconnection itself becomes a mechanism for greater station autonomy, permitting delivery of program materials to stations in a timely, orderly fashion that meets their general needs, and also permits them to broadcast programs at times that suit the special needs of their local communities.

At present, CPB provides funds to interconnect 237 public television stations and 177 public radio stations. Signals from PBS and NPR are delivered to 114 and 156 points, respectively, on the television and radio interconnection systems. Both interconnection systems are owned and operated by A.T. & T., and are provided to CPB on behalf of public broadcasting at rates reduced below those that commercial broadcasters would pay for the same service, pursuant to a tariff of the Federal Communications Commission. In fiscal year 1975, the television tariff calls for a payment to A.T. & T. of approximately $5 million; the radio tariff approximately $500,000. It is likely that these and other interconnection costs will rise significantly in the near future. It must also be pointed out that State and regional networks are presently supplementing the CPB funded interconnection systems at an estimated cost in excess of $5 million per year.

Terrestrial interconnection is thus very costly, even at reduced rates. It provides an acceptable, but not exceptional, signal quality in television, but no stereo high fidelity capability for radio. It is a relatively inflexible way to link independent stations with varying needs. The interconnection of new points is expensive, especially when they are in remote areas not already served by A.T. & T. broadcast lines. Rates for the occasional service used for special events coverage and program assembly are very high.

All of these factors, and the rapidly developing satellite technology, are causing public broadcasters to look skyward for the interconnection systems of tomorrow. CPB was an early sponsor of the ATS–6 satellite experiment that brought experimental programs in education and other social communications services to Appalachia and the Rockies, and is a founding member of the Public Service Satellite Consortium which is exploring new ways to make satellite technology serve communications needs in the health, education, and social services disciplines. Together with the Ford Foundation and the Public Broadcasting Service, and more recently, with National Public Radio, CPB is also engaged in extensive preliminary research into the costs and benefits of utilizing commercial satellite systems for interconnection. Our studies have not been completed, but we are hopeful that satellite service superior to terrestrial interconnection in flexibility, signal quality, reliability, and long-range costs may be available to public broadcasting within the next 2 to 5 years.

Here again, predictability of Federal support for the corporation's work will have a significant impact upon our ability to exploit the potential of satellites to distribute programs to diverse audiences.

Nonbroadcast technology is yet another challenge. H.R. 4563 would expressly authorize CPB to conduct research, demonstrations and training in the use of nonbroadcast technologies in the dissemination of educational radio or television programs. One such promising nonbroadcast technology is cable. KETC in St. Louis, for example, currently uses cable distribution to triple the reach of its service, so that public television is available to subscribers not only in Missouri but also in portions of four other States. All of these areas would otherwise be unserved by public television. KETC also makes programs available for classroom use by means of cable to schools in Missouri and in other States. Even though more than 3,000 cable systems now carry public broadcasting programs, more remains to be done in the cable area. The potential cable presents for markets not presently served by public broadcasters deserves more attention than CPB has thus far been able to provide.

Radio SCA—Subsidiary Communications Authority—also offers great promise in reaching special audiences. SCA is the use of portions of an FM broadcast signal that are not used for standard broadcast purposes. Almost 95 percent of public radio stations have this capability, but a specially designed receiver is required for reception. In almost 30 locations around the country, for example, SCA services are being provided for blind and print handicapped persons. SCA programs include information, such as readings from newspapers, magazines, best selling novels, and other materials not readily available to the print handicapped. The CPB board has funded a major research and development effort aimed at fullest possible SCA utilization by public radio stations.

Captioning of television newscasts and other programs for those with hearing impairments is also underway with public broadcasting assistance. Recent advances in this area by PBS, under a grant from the Department of Health, Education, and Welfare, have greatly improved the quality and potentially reduced the cost of such captioning.

H.R. 4563 will greatly enhance CPB's ability to explore these and other opportunities for the use of nonbroadcast technologies to serve the American people.

Another means by which CPB facilitates the full development of public broadcasting is through what I refer to as "common broadcast services." These are activities of benefit to all of public broadcasting—services such as engineering research—which I have already mentioned—communications research, training, information systems, and advancement of the broadcasting arts.

Examples of each activity may be helpful. Our communication research activity reflects the special needs of public broadcasting for sophisticated information on the needs, interests, and tastes of many different audiences—some of which are quite small in size, but nationwide in scope. In addition to conducting this research on a nationwide basis, we are working to devise techniques that will help stations to perform their important task of ascertaining local needs and interests.

Our training activities are concentrated heavily in the area of minority training, where we have so far awarded $623,000 in grants to support the hiring and on-the-job training of 65 minority employees at stations across the country. These grants are awarded, on a competitive basis, to stations that offer responsible, on-the-job training opportunities to minority persons.

Our information systems activities are designed to meet public broadcasting's need for a comprehensive, accessible body of knowledge about itself, and to share that body of knowledge with the public.

An example of our efforts to advance the broadcasting art is CPB's program of grants to filmmakers to experiment at public television stations with super-8 film equipment. As you know, super-8 has unique production possibilities because of its small size and economic advantages.

Mr. Chairman, when we talk about Federal support for public broadcasting, the "how" is as important as the "how much." Federal support, even under H.R. 4563, will remain and should remain only a small portion of public broadcasting's revenue; but, as the Carnegie Commission report and almost 7 years of experience have taught us, it is a critical portion. Federal support must flow to public broadcasting in a fashion that minimizes, or better, precludes either the reality or the appearance of Government control, whether executive or congressional.

There are three cornerstones to true insulation, the private nature of the corporation, long-term authorizations and appropriations to a special fund in the Treasury, and a means of determining the amount of Federal support which minimizes the possibility of governmental tampering with program matters. In the words of the Carnegie Commission report:

> The combination of a private nongovernmental corporate structure and a federally financed trust fund permits the Corporation to be free of governmental procedural and administrative regulations that are incompatible with its purposes, and to avoid the overseeing of its day-to-day operations that would be a natural consequence of annual budgeting and appropriations procedures.

The "matching" of non-Federal contributions is a well-established means of apportioning Federal support to attain a desired objective. Matching creates an incentive to maintain or increase non-Federal support. It also provides a rough measure of effectiveness. Thus, it seems especially appropriate in the public broadcasting area, where State and local government, other public bodies, private citizens, foundations, and corporations have traditionally borne the greatest share of support for the operation of noncommercial educational radio and television stations. In fact, matching has been the traditional form of Federal assistance to public broadcasting stations in the purchase and improvement of their facilities.

Most important, however, matching is a neutral, nonpolitical device for establishing the amount of Federal support public broadcasting will receive in any given year. It provides insulation from unwarranted political interference. It is the best way we know of to eradicate the possibility that the budgeting, authorization, or appropriations processes may be used to interfere with the freedom and independence of public broadcasters.

Yet, this insulated, long-range funding plan for public broadcasting may be enacted without compromising legitimate congressional prerogatives. The oversight hearings specified in H.R. 4563, conducted by either the legislative or the appropriations committees of the Congress, or both, can and should serve as the forums of public broadcasting's accountability to the Congress and the people. Naturally, Congress would always be free to alter or amend the Public Broadcasting Financing Act as it sees fit, and when it sees fit.

Mr. Chairman, we are pleased that the bill before you embodies principles recommended by the long-range financing task force. However, there is a significant difference between the long-range financing plan proposed by the task force and the provisions of H.R. 4563. As you stated, that difference is the failure of the bill to establish ceilings at a level that would stimulate support from non-Federal sources; permit full implementation of the bill's matching feature and, consequently, full insulation; and reflect an appropriate level of Federal Government participation in the total resources needed.

As you know, the administration submitted this bill after lengthy and constructive discussions between public broadcasting representatives and representatives of the Office of Telecommunications Policy. We were able to reach acceptable compromises on all of the issues of the public broadcasting financing bill, except for the setting of appropriation ceilings. On that one issue, we agreed to disagree.

There was, of course, no dispute about the necessity for ceilings. We all recognized that open-ended Federal commitments for public broadcasting would be unrealistic.

At the same time, we were convinced that if the overall financial needs for public broadcasting were ultimately to be met, Federal contributions must be designed to provide incentives for increased non-Federal funding. H.R. 4563 seemingly accepts our point of view, in that it incorporates the "matching" principle adopted by the task force as one of its most significant recommendations. The bill establishes a matching ratio of one Federal dollar for each 2.5 non-Federal dollars of income earned by public broadcasting entities. Unfortunately, the ceilings contained in the bill are incompatible with the 2-to-5 matching ratio.

To illustrate: In fiscal year 1974, actual non-Federal income of public broadcasting entities was $223 million. At the 2:5 Federal matching ratio set in the bill, this would justify a Federal contribution of $89.2 million in fiscal year 1976. Thus, the $70-million ceiling in the bill is fully $19.2 million under the incentive amount. Stated differently, what the bill provides is really a match of one Federal dollar for each 3.8 non-Federal dollars of income. The same comparison gives equally disturbing results when we look at the bill's ceilings for fiscal years 1977–80. Thus, the ceilings in the bill clearly leave no room for incentive.

In our judgment, ceilings that would set reasonable limits on Federal commitments and at the same time encourage non-Federal fund-raising efforts should be set as follows: fiscal year 1976, $88 million; fiscal year 1977, $103 million; fiscal year 1978, $121 million; fiscal year 1979, $140 million; and fiscal year 1980, $160 million.

These proposed ceilings are based upon careful projections of current data. They are also based on conservative projections of such factors as inflation, new stations and minimum growth by existing components of the public broadcasting system. They also reflect the growth that would result from ceilings set high enough to provide incentives for added non-Federal fund-raising efforts.

One further, very important thought before closing my statement: H.R. 4563 must not be permitted to become an instrument for "governmentalizing" the corporation. It is quite ironic the CPB, created to be the "heat shield" between the Federal Government and the stations, is now becoming the object of pressures from many parties who would have the corporation behave like a Government agency or department. Many of these pressures reflect legitimate social concerns. Yet, for the Congress to bend to them by legislating a regulator's role for CPB would pervert the very philosophy of the Public Broadcasting Act and ultimately render the corporation useless.

CPB is not a Government agency, but a private, nonprofit corporation. It cannot be a law enforcer. Its purpose is to promote public broadcasting, not to regulate it. Its grants and contracts are not Government grants and contracts and must not be encumbered with provisions that require it to undertake regulatory activities that can be—and in many cases already are—directed against the same grantees by one or more Federal agencies. CPB recognizes that its special character demands that it conduct its activities in accord with the highest standards of social justice and public policy. We do so, within the purposes of the Public Broadcasting Act, by leadership, by persuasion, by active commitment. We must not be required to do so as regulator. Your subcommittee's vigilance in this area has been a source of great strength and encouragement in the past. We hope that it will continue.

I close my formal statement by reading what is, perhaps, the most important paragraph of the Carnegie Commission Report, reminding you of the congressional promise made at the time of the passage of the Public Broadcasting Act.

> If we were to sum up our proposal with all the brevity at our command, we would say that what we recommend is freedom. We seek freedom from the constraints, however necessary in their context, of commercial television. We seek for educational television freedom from the pressures of inadequate funds. We seek for the artist, the technician, the journalist, the scholar and the public servant freedom to be heard in this most far-reaching medium. We seek for the citizen freedom to view, to see programs that the present system, by its incompleteness, denies him.
>
> Because this freedom is its principal burden, we submit our Report with confidence to rally the American people in the name of freedom is to ask no more of them than they have always been willing to provide.

Mr. Chairman, H.R. 4563 is essential to the attainment of public broadcasting's freedom.

And I thank you very much for your patience and your tolerance.

[The appendixes to Mr. Benjamin's statement follow:]

APPENDIX I

REPORT
OF THE TASK FORCE
ON THE LONG-RANGE
FINANCING OF
PUBLIC BROADCASTING

ACKNOWLEDGEMENTS

The Task Force is grateful for the considerable assistance it has received from many quarters. Special appreciation goes to:

Ms. "B" Morse of CPB for her determined efforts to arrange for and schedule meetings and agendas, and for her gracious assistance in coordinating the typing, chartmaking, printing, artwork, and all other efforts that have gone into this report;

S. Lee Young of the CPB research staff for his patience and integrity in developing and interpreting the public broadcasting data used in the report projections;

Stephen White of the Alfred P. Sloan Foundation for his cheerful contribution of thoughts and insights, many of which are incorporated in these pages;

Scott Ripley of WETA for the cover and interior design of this report;

Don Webster, Executive Director of the Task Force during its first crucial months;

Mrs. Mary Dinota of the Educational Broadcasting Facilities Program of the U.S. Office of Education;

Ms. Claudia Toy of CPB for her assistance in typing this manuscript in its many draft forms;

Other staff members of CPB, NPR, and PBS whose contributions have in one way or another made this effort worthwhile. The contributions of all these people have been considerable and have lent substance to this report. Any errors or misinterpretations must be charged to me.

Richard E. McCormack
Special Consultant
to the Task Force
Washington, D.C.
September, 1973

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- The young, from pre-schoolers through adolescents, should find programs which encourage and assist their emotional and intellectual development.
- The aging should find help in understanding and relating with dignity to changing patterns of living.
- Members of minority groups racial, linguistic, cultural, or geographical should find articulation of their ambitions, needs, and aspirations.
- Those unable to attend personally should find in public broadcasting access to the finest in the visual and performing arts.
- Those seeking to upgrade their education should find public broadcasting an accessible, effective and inexpensive instrument to help raise their levels of educational achievement and to gain resulting benefits.

The production of these diverse programs, however, depends directly and ultimately upon the financial support given to public broadcasting by the members of each community and the American people as a whole. This support is pluralistic, as it should be, and is rendered in several ways: through individual, corporate, and foundation contribuitons, through local and state tax support, and through Federal funding. Reversing the funding burden outlined by the Carnegie Commission, the Task Force recommends that the bulk of the financial support come from non-Federal, rather than Federal sources.

The support the public broadcasting community seeks to obtain from the Congress must have two essential elements if the system is to survive. First the amount of money available must meet the requirements established by careful surveys and studies of operating expenses. Second, the length of time for which funding is authorized must be sufficient to allow for careful planning for future growth, as well as the necessary broadcasting the production of quality programming for national and local audiences.

The Task Force believes that public broadcasting should continue to reflect American life across its whole spectrum. It should point out our accomplishments and our shortcomings. It should not only describe and define our problems, but seek ways to help us think through and solve them. It should not only promote a positive sense of values in both our individual and national life, but also question our success at achieving and implementing those values. It should offer us a wide spectrum of ideas. It should be able to absorb robust and open debate. It should help interrelate the various facets of major issues, local and beyond whether regional, national, or international--to give the citizen a better understanding of his choices and opportunities.

Public broadcasting's basic goal was never more eloquently stated than in these words of the historic Carnegie Commission report:

> *"What we recommend is freedom. We seek freedom from the constraints, however necessary in their context, of commercial television. We seek freedom from the pressures of inadequate funds. We seek for the artist, the technician, the journalist, the scholar, and the public servant freedom to create, freedom to innovate, freedom to be heard in this most far-reaching medium. We seek for the citizen freedom to view, to see programs that the present system, by its incompleteness, denies him."* Carnegie Commission on Educational Television, *Public Television: A Program for Action.*

The Task Force believes that the most appropriate way to achieve this freedom is through the creation of a long-range financing mechanism described in the following pages.

FOREWORD

The promise of public broadcasting, defined so eloquently by the prestigious Carnegie Commission in its 1967 report, *Public Television--A Program for Action,* is still, largely, only a promise.

Five years later, the struggle for adequate funding for such a system continues, and the rich potential for service remains unfulfilled.

In a world where instant communication is part of the fabric of everday life; where Great Britain, Canada, Australia, and Japan all spend between $3 and $6 per capita on public broadcasting, the Federal expenditure for public broadcasting in the United States in 1971 was less than $0.20 per person per year!

In its report, the Carnegie Commission recommended a public broadcasting service that would be creative, committed to excellence and provided with maximum insulation from unwarranted governmental or political interference and control from whatever source. Three elements underlying the Commission's recommendations were: (1) support for local stations in order that they could achieve greater community service and diversity, (2) a Corporation for Public Television, and (3) guaranteed financing by means of a dedicated tax combined with trust fund financing.

To date, only one of these underlying recommendations for a workable system--the Corporation for Public Broadcasting--has been created. The other two--adequate financial support to ensure local station community service and an acceptable plan for long-range financing--are unrealized.

It was to these latter two points that the industry addressed itself when, in mid-1972, it caused to be created a Long-Range Financing Task Force with membership drawn from a broad representation of the industry and the public.

In its quest for a workable method of long-term funding, the Task Force has had to re-examine industry goals in the light of today's realities and ways to attain them to satisfy tomorrow's needs.

The Task Force has spent more than a year in study and discussion of the steps that must be taken to secure the funds so desperately needed to fulfill the promise made to the American people of quality public broadcasting. This body acknowledges the historic fact and shares the general opinion that the majority of the funds for public broadcasting operations have come and should continue to come from non-Federal sources, but also recognizes that the funds available from non-Federal sources have not been adequate to support essential system growth. The Task Force strongly feels that properly deployed Federal funds cannot only provide the critical difference in achieving the planned growth of public broadcasting, but also substantially increase the ability of the stations to obtain funds from other sources.

The main thrust of this Task Force report is that only through a workable long-range financing mechanism can we achieve the promise of the Carnegie Commission of a public broadcasting service that is both creative and excellent, serving all the American people with programming of the significance, quality, and types not readily available to the audiences of commercial broadcasting.

This can be done on a cumulative basis--increasing the options of the audiences to enjoy the best of what has been produced--thus serving in a constructive way a growing number of different audiences, often individually distinct, but not necessarily small. For example:

I

THE TASK FORCE

The problems of long-range financing of public broadcasting[1] are as old as the industry itself. The need for such financing in order to provide orderly and effective program planning and at the same time to insulate public broadcasting from extraneous interference is as valid now as when the problem was first indentified.

In an effort to contribute constructively to the resolution of the industry's financing problem, the Corporation for Public Broadcasting (CPB), in consultation with all elements of the public broadcasting industry, undertook to devise a mutually agreeable plan for submission to the Executive Branch and the Congress.

The concept of a Long-Range Financing Task Force was endorsed by the CPB Board in April, 1972. Subsequent actions of endorsement were taken by the Public Broadcasting Service (PBS), National Public Radio (NPR), National Educational Radio (NER) and Educational Television Stations (ETS) – the latter two being the radio and television arms of the National Association of Educational Broadcasters.

In pursuit of this basic purpose, the Task Force was constituted to have two important ingredients: professional competence and industry-wide representation. During May, June, and July of 1972, a group of 19 prospective members was settled upon as combining these requisites. In addition, the Chairman invited as advisors to the Task Force representatives of various elements of public broadcasting and the public. (See Appendix A.)

The Long-Range Financing Task Force held its first meeting in August, 1972. Public hearings were conducted by the Task Force at the 1972 National Association of Educational Broadcasters Convention in Las Vegas, Nevada, and eight regular meetings were held in the eleven month period August, 1972 to July, 1973. It should be noted that a majority of the members participated in every Task Force meeting.

In the spring of 1973, the Task Force Chairman named a nine-member subcommitee–three representatives each from the television and the radio membership of the Task Force and three from CPB–to consider the many options heard by the full committee and to design a five-year financing plan based on the demonstrated and projected requirements of the industry.

Despite the organizational and management changes that took place in the parent components of the Task Force during the course of its deliberations, the continuity of membership maintained by its able and dedicated Chairman, and the singleness of purpose of its members, served the Task Force well.[2]

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[1] For the purpose of this paper, "public broadcasting" includes those organizations whose central efforts are directed toward non-commercial radio and television broadcasting.

[2] On March 30, 1973, television licensees voted to combine the functions of ETS and PBS into a restructured Public Broadcasting Service. In May, 1973, the radio licensees voted to create a new representative radio association to be known as the Association of Public Radio Stations. Final legal disposition of ETS and NER will be determined at the annual NAEB meeting in November, 1973. (See also Appendix B.)

II

TASK FORCE PLAN FOR THE LONG RANGE FINANCING OF PUBLIC BROADCASTING

General Considerations

The Task Force has concluded that the following general considerations govern any plan that may be proposed for the long-term Federal financing of public broadcasting. Some of those considerations apply to the public broadcasting system as a whole, and others arise specifically where the matter in question is the relationship between the system and the manner in which Federal support is to be assured.

First, with respect to the system as a whole:

- A reasonable level of funding upon which the system can rely is essential to a public broadcasting system capable of producing programs and services of interest and excellence, locally and nationally.
- The independence of the system requires a plurality of funding sources, no one of which will be enabled by the weight of its contribution to dominate the system.
- The plurality of funding sources will be best assured if constant concern is felt for the satisfaction of the vast variety of publics through programming prepared for them, which requires the strengthening of local planning and management capabilities and the setting of priorities for specific local and national objectives.
- Sources of support, such as corporate underwriting and foundation assistance to public and instructional programs, can add substantially to the pluralistic support base.
- Equally necessary is support for capital requirements at a level commensurate with the requirements and purposes of public broadcasting.

Second, with respect to Federal support:

- The Constitution suggests, and tradition demands, that Federal support be made available in a fashion that minimizes the appearance or the reality of Executive or Congressional control over, or interference with, the substance of programming.
- The most appropriate form of Federal support is that which serves to stimulate rather than inhibit support from other sources.
- It should be expected that Federal support will reflect the dynamics of the public broadcasting system itself, growing as the system grows.
- Any procedure for directing Federal support to the system will serve the system best if it provides explicitly for a flow of funds for discretionary use by the local stations as well as by the Corporation.
- The responsibilities of Congress, as well as the best interest of the system, require that any plan for support, even though it is intended to operate over the long-term, be subject to periodic review by the Congress.

It is in light of those considerations that the Task Force has formulated the long-range financing plan which follows.

Long-Range Financing Plan

The Task Force has drafted the following interrelated and interdependent recommendations for long-range financing, to be submitted to Congress for its consideration.

1. Federal support of public broadcasting from general tax revenues should be authorized by Congress for a period of no less than five years, and a schedule of appropriations for the same period of time should be made part of the authorization.

Long-term authorizations and predictable appropriations are essential to the insulation of public broadcasting, its programs and policies, against extraneous political or economic interference. They are also essential to sound planning, the development of quality programs, and the efficient use of available funds.

Congress recognized the special nature of public broadcasting in 1967. As a medium with a "diversity of its programming (sic) (depending) on freedom, imagination, and initiative on both the local and national levels,"[2] it is justified in demanding that government remain as distant from its creative efforts as the democratic process permits.

In the six years since establishment of the Corporation for Public Broadcasting, it has been required to seek renewal of its authorization five times, and new appropriations annually. Its authorization has been vetoed once; its appropriations three times. It has lived at "continuing resolution" levels of support for 28 of its 72 months of existence. This hand-to-mouth survival has not only rendered the Corporation more vulnerable to outside interference than it ought to be, but it has also frustrated the development of the "programs of high quality, obtained from diverse sources" that the Congress regarded as within the "public welfare" when it passed the Public Broadcasting Act of 1967. It has, in short, delayed fulfillment of public broadcasting's promise to the American people.

We believe that long-term authorizations and appropriations may be enacted without compromising legitimate Congressional prerogatives. Annual oversight hearings by either the legislative or appropriations committees with jurisdiction, or both, could serve as forums of public broadcasting's accountability to the Congress and the people. Congress would be free to alter or amend the basic legislation as it sees fit, when it sees fit.

We believe that appropriations from general revenues, rather than from any specific source, such as a user tax or license fee, would be equitable, progressive, and consistent with the general public benefit contemplated by the Congress when it passed the Public Broadcasting Act.

2. The level of Federal support in any fiscal year should match non-Federal support for public broadcasting activities for the second preceding fiscal year on a one-to-two ratio, up to reasonable, established ceilings.

Federal "matching" of non-Federal contributions to the attainment of a desired objective is a well-established means of apportioning Federal support. Its principal feature–the creation of an incentive to maintain or increase non-Federal support for the project or program in question–seems especially appropriate in the public broadcasting area, where state and local governments, other public bodies, private citizens, foundations, and corporations have traditionally borne the greatest share of support for the operations of non-commercial educational radio and television stations. In fact, "matching" has been the traditional form of Federal assistance to local public broadcasting stations in the purchase and improvement of facilities.

Approached from another direction, "matching" also provides a ready, though inexact, means of evaluating–and rewarding–service that reaches the people. Here again, "matching" seems particularly consistent with the role and purposes of public broadcasting.

In establishing the "base" against which Federal support would be "matched", data regarding all unduplicated non-Federal assistance to all bona fide public broadcasting entities would be collected and certified on a fiscal year basis. Since the collection and certification of this data will be a time-consuming process, we recommend that the "match" lag behind the data base one full fiscal year; that is, in any fiscal year the

Federal government match non-Federal support, at the established ratio, for the *second* preceding fiscal year.

We believe that the one-to-two match ratio is sound. While it provides for a percentage increase in the Federal share of support for public broadcasting operations, it restricts that share to well below the 50 percent mark. It is high enough to provide real incentive, but low enough to preclude Federal support becoming the dominant factor in the financing of non-commercial broadcasting.

We do not propose open-ended matching. Instead, we recommend annual ceilings on the Federal matching support available to the Corporation that reflect real needs on a year-by-year basis and a pattern of measured growth in service to the American people:

$100,000,000 in FY 1975
$125,000,000 in FY 1976
$150,000,000 in FY 1977
$175,000,000 in FY 1978
$200,000,000 in FY 1979

3. Federal support available for any fiscal year should remain available throughout succeeding fiscal years until expended.

"Carry-over" funding provides a means of keeping faith with those who have contributed non-Federal funds to public broadcasting in reliance upon the matching "bonus" their contribution would assure their local station or other public broadcasting entity. But it does more. It obviates the temptation toward wasteful end-of-year spending, encourages more efficient management, and affords a measure of flexibility that is altogether appropriate in an industry experiencing rapid technological advancement and a continuing healthy examination of its goals and priorities. It is an essential element of the Task Force Plan.

4. The distribution of matching funds should be made by the Corporation for Public Broadcasting in accordance with procedures promulgated by the Corporation and agreed upon by bona fide representatives of non-commercial educational radio and television licensees.

Representatives of the public television and radio licensees are currently working with the CPB in formulating distribution procedures equitable to all elements of the public broadcasting community.

It is expected that such formulae will be reached in time to be presented during the legislative hearings for this plan, along with procedures for regular and periodic review to assure responsiveness to the rapidly changing circumstances in this dynamic system.

5. Beyond the funds provided in this matching plan, Federal funds for broadcasting facilities should be provided by the Congress.

The success of the Broadcasting facilities grant program has been such as to stimulate an impressive growth in radio and television facilities over the past ten years. Nonetheless, authorizations and appropriations have never risen to meet established needs. During FY 1973, $25 million was authorized and $13 million was appropriated; when all the appropriated funds had been expended, there remained 75 applications, totalling $20 million in Federal funds, upon which no action could be taken.

In order to meet the goal set by the Task Force of reaching 90 percent of the American population, as well as provide the equipment necessary for local production, recording and scheduling flexibility, substantially increased facilities funds are necessary.

We propose the following scale for support of broadcasting facilities during the five-year period considered in this plan:

$40 million in FY 1975
$45 million in FY 1976
$50 million in FY 1977
$55 million in FY 1978
$60 million in FY 1979

6. Operational and facilities funds should be made available for disbursement at the beginning of each fiscal year.

[1] See Appendix B for Task Force Statement of Principles.

[2] 47 U.S.C. 396(a)(2).

III.

THE GROWTH OF PUBLIC BROADCASTING

Public broadcasting had its start in 1919 when the Secretary of Commerce and Labor, under authority of the Radio Act of 1912, licensed radio station 9XM (changed in 1922 to WHA) to the University of Wisconsin in Madison, Wisconsin. The Radio Act of 1914 was the first U.S. law for the general control of radio broadcasting and made the Secretary of Commerce and Labor responsible for the licensing of radio stations and operators. This law, however, did not give the Secretary authority to limit broadcast time and power and as the number of stations grew over the years, many broadcasters began to operate at will, jumping frequencies and power and creating considerable confusion on the air. From 1922 through 1925, four successive National Radio Conferences made recommendations for changes in frequencies, power, and time limitations. By 1925, non-commercial broadcasting in the United States was being carried on by 171 educational organizations. (In that same year, there were 390 commercially licensed AM broadcasting stations.)

In 1927, the Radio Act was amended (Radio Act of 1927) creating a five-member Federal Radio Commission (FRC) with certain regulatory powers over broadcasting, including licensing and call-letter assignment. As may be expected, much of the early work of the FRC was devoted to straightening out confusion on the air, and new regulations resulted in about one-fifth of the then operating stations surrendering their licenses.

In 1929, the Secretary of the Interior appointed an Advisory Committee on Education by Radio, comprised of representatives of education, broadcasting, and related fields, to study the uses of radio in the classroom and in adult education, and the development of educational radio in general.

The growth of broadcasting was so rapid and the competition for the limited spectrum so keen as to raise the question of devoting a minimum percentage of broadcast time to educational purposes and reserving certain broadcast frequencies for educational groups. During Congressional consideration of a Communications Act (1934), many educational, religious, and other non-profit groups urged that such a requirement become law. Although the Wagner-Hatfield amendment, which would have allocated 25 percent of all radio broadcasting frequencies to these groups, was defeated, Congress did include a section (307 (c)) in the Act directing the newly created Federal Communications Commission (FCC) to make a study of the problem. The FCC was directed to report on the proposal "... that Congress by statute allocate fixed percentages of radio broadcasting facilities to particular types or kinds of non-profit radio programs or to persons identified with particular types or kinds of non-profit activities, and shall report to Congress, not later than February 1, 1935, its recommendations together with the reasons for the same."[1]

In the subsequent hearings on this proposal, the commercial interests strongly stated that there was no need for special allocations and they promised to provide for the needs of education. In its report to Congress, the FCC concluded that "there is no need for a change in the existing law" inasmuch as "the interests of the non-profit organizations would be better served by giving educators access to costly and efficient equipment and access to an established audience."[2] Accordingly, the FCC held a national conference in May, 1935, to explore plans for cooperation between broadcasters and non-profit organizations: from this conference, the FCC created the Federal Radio Education Committee (FREC). In 1936, the FREC urged "that a portion of the ultra high frequencies be reserved for non-commercial use by organized educational agencies."[3]

In 1938, the FCC set aside certain AM channels between 41 and 42 megacycles (Mc/s) for what were then called "curricular" stations—channels to be used exclusively for educational institutions. With the licensing of more and more commercial radio stations, however, and with those stations providing an increasing number of services previously offered by public radio, the non-commercial radio industry went into a 20-year eclipse.

The slow reversal in the declining trend of public radio came with the introduction of FM broadcasting. Starting in 1938 with one, there were, by 1941, four experimental FM non-commercial radio stations. In 1941, the FCC removed FM broadcasting from its experimental status and authorized regular licensed FM broadcasting. Five channels between 42 and 43 megahertz (MHz) were authorized for non-commercial FM use to replace the AM facilities.

By 1945, when the FCC reserved 20 FM channels between 88 and 92 MHz exclusively for non-commercial educational broadcasting, there were only nine FM public radio stations. In three years, the number grew to 27 such stations, and in 1948, the FCC authorized low-power (10-watt) educational FM broadcasting. With the authorization of 10-watt stations, FM broadcasting proliferated. During the next 20 years, the number of FM stations grew to 362. Of these, more than 45 percent were 10-watt.

The 1961 FCC authorization of stereophonic broadcasting and the inclusion of public radio facilities grants in the Public Broadcasting Act of 1967 were additional historic steps in the now rapidly expanding public radio boradcasting field. At the close of 1972, there were a total of 599 (28 AM, 571 FM) public broadcasting stations. Of these, 132 qualified for CPB assistance[4] and reached approximately 125 million people or 60 percent of the American population.

The growth of FM educational stations is illustrated in the following table of those on the air at the end of each calendar year:

1938 - 1
1939 - 2
1940 - 4
1941 - 7
1942 - 8
1943 - 8
1944 - 8
1945 - 9
1946 - 10
1947 - 15
1948 - 27
1949 - 48
1950 - 73
1951 - 85
1952 - 98
1953 - 112
1954 - 122
1955 - 123
1956 - 125
1957 - 141
1958 - 151
1959 - 162
1960 - 175
1961 - 194
1962 - 209
1963 - 237
1964 - 255
1965 - 268
1966 - 296
1967 - 326
2968 - 362
1969 - 411
1970 - 470
1971 - 509
1972 - 571

The first years of non-commercial television broadcasting were much more orderly than those of public radio. As early as 1949, the FCC was considering the advisability of providing channels for non-commercial educational television operation, and in 1951, as part of a general review of television, the Commission proposed the establishment of educational TV channels.

In 1952, the FCC authorized the reservation of 242 station channels--80 in the VHF band and 162 in the UHF band--for the exclusive use of non-commercial educational television. In that same year, the Ford Foundation created the National Educational Television and Radio Center (later to become NET) with a grant of over one million dollars. (In the twenty-year period 1952-1972, the Ford Foundation awarded more than $200 million in grants to the public broadcasting industry.)

In May 1953, the nation's first educational television station, KUHT, went on the air at University of Houston, Texas. By the end of 1961, an additional 61 such educational television licenses had been granted by the FCC.

In 1962, after a year of debate, the Congress enacted a legislative milestone in the history of public broadcasting--the Facilities Act of 1962. Amending the Communications Act of 1934, the new law initially authorized $32 million to be made available to the states " ... over a five-year period to assist (through matching grants) in the construction of educational television broadcasting facilities."[5]

Because of the many individual requests from educational organizations, the FCC in 1966 revised its UHF assignment table and set aside approximately 25 percent of the UHF reservations for public broadcasting. By the end of 1966, there were 125 non-commercial television stations on the air.

In early 1967, after almost two years of study of the technical, organizational, financial and programming considerations of educational television, the Carnegie Commission on Educational Television published a report, *Public Television: A Program for Action.* Its recommendations for future support and development of public television were the basis for the initiation of the Public Broadcasting Act of 1967. Title I of the Act provided an additional $38 million for the construction of facilities; Title II provided for the establishment of the Corporation for Public Broadcasting (the formation of a Corporation for Public Television had been recommended in the Carnegie Commission Report); and Title III authorized the Secretary of HEW to make a comprehensive study of "educational and instructional broadcasting."[6]

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[1] Communications Act of 1934, 47 U.S.C. 308 (c).

[2] FCC Information Bulletin 21-B, *Educational Radio,* January, 1972, p. 4.

[3] Ibid.

[4] In 1969, the Corporation for Public Broadcasting, to most effectively assist in building the public radio system, established certain criteria to be considered in determining Corporation support. (See Appendix C.)

[5] Educational Broadcast Facilities Act of 1962, (47 U.S.C. 390-397).

[6] Public Broadcasting Act of 1967 (47 U.S.C. 396).

IV.

EDUCATIONAL BROADCASTING FACILITIES PROGRAM

By 1961, educational television as a technique was just beginning to make its presence felt. Of the 268 UHF anv VHF channels that had been set aside by the FCC for non-commercial educational television, only 54 were in use. The advantages and benefits of the medium were known, but its growth was inhibited by a lack of funds.

Throughout the nation, institutions and agencies were eager to apply what was already known about educational television to the service of new groups of people and to experiment with new techniques and ideas. Many had operating funds assured or had excellent chances of getting such funds once their stations went on the air. The major barrier was the lack of funds for initial capital outlay.

In the spring of 1961, legislative proposals were introduced into the Congress to amend the Communications Act of 1934 to establish a program of Federal matching grants for the construction of television broadcasting facilities to be used for educational purposes.

In hearings before the House Subcommittee on Communications and Power of the Committee on Interstate and Foreign Commerce, Mr. James Day, then Chairman of the California Governor's Advisory Committee on Educational Television, described the problem in words that represented the views of hundreds of state and local educators and legislators throughout the nation. In a letter to Committee Chairman Moulder, Mr. Day wrote:

> "It is immediately apparent from our study that the single greatest barrier to the full use and development of television is a financial one. Schools are taxed to the limit to provide buildings and equipment to meet the expanding population growth without resorting to a watering down of quality through such devices as double sessions. Conscious as they are of the need to embrace the newest teaching tools, building plans now provide for the installation of television receiving and distribution apparatus. Older schools are making substantial investments in the purchase of television receiving equipment to take advantage of the instructional services being broadcast by the two existing educational television stations in California. Difficult as it is for our schools to meet this increased investment in television receiving equipment, they are doing it in those areas where television instruction is available. This is tacit testimony to the value our schools place upon this teaching tool and its potential for increasing the quality of education.
>
> "Faced as they are with this investment, our schools are in no position to meet the additional investment required to establish television broadcasting and repeater facilities. It is in this area that Federal aid is absolutely essential if we are to meet the problem."[1]

After more than a year of hearings and study the Congress passed the Educational Broadcasting Facilities Act of 1972. It was immediately signed into law (P.L. 87-447) by President Kennedy.

The law authorized the Secretary of Health, Education and Welfare (HEW) to provide over a five-year period $32 million in financial assistance (through matching grants to eligible applicants) for the establishment and expansion of non-commercial educational television broadcasting facilities. The facilities program was continued and expanded to include public radio stations in the Public Broadcasting Act of 1967.

Under the public broadcasting facilities grant program, the Secretary of Health, Education and Welfare makes grants to eligible applicants of up to 75 percent of the cost of acquiring and installing specified radio and television broadcasting apparatus. Grant funds cannot be used for the purchase, construction, or repair of buildings or the acquisition of land.

There are five classes of eligible applicants for grants under the program: (1) State or local public school agencies; (2) State public broadcasting agencies and commissions; (3) tax-supported colleges and universities; (4) nonprofit community corporations and associations organized primarily to engage in public broadcasting; and (5) municipalities operating public broadcasting stations. Any grant must (in addition to being used for the acquisition and installation of broadcasting apparatus) be used in furtherance of public broadcasting, which requires that the grantee have or be in the process of obtaining a license from the FCC to engage in public broadcasting.

Of the funds appropriated for this program in any fiscal year, not more than 8½ percent may be granted for projects in any one state.

In determining which applications for public broadcasting facilities grants are to be approved, the Secretary of Health, Education and Welfare is governed by regulations intended to achieve: (1) prompt and effective use of all public television channels remaining available; (2) equitable geographic distribution of public broadcasting facilities throughout the several States; and (3) provision of public broadcasting facilities adaptable to the broadest educational uses which will serve the greatest number of people in as many areas as possible.

Since the beginning of the public broadcasting facilities grant program in 1963, $77.6 million in Federal funds have been awarded, matched by approximately $27.4 million local dollars for project costs. Combined, these figures total less than half the amount of money invested in facilities by public broadcasting licensees during the same period. The number of public television stations in operation or under construction during this period increased from 76 to 239. Of this number, 140 stations received grants to begin the operations, and an additional 176 grants were awarded to enable existing stations to improve their services. (See Table 1.)

In addition to public television stations, the broadcasting facilities grant program also applies to noncommercial radio broadcasting stations of which there are at present about 600. In the four years that such radio stations have been eligible for grants under the program, 40 grants have been made for new public radio stations and 64 for the expansion of existing public radio stations. (See Table 1.)

In recent years, expansion and improvement grants have outnumbered those for activation of new stations under this program. This trend reflects the need of local stations for adequate color and FM stereo equipment to upgrade and modernize their services.

In addition to matching project costs, stations must: (1) guarantee to operate for 10 years the equipment purchased; (2) show evidence of at least the first year's operating funds on hand or certified available; and (3) pay all building and land costs from other than grant funds. Thus, the funds which must be generated locally in addition to the matching project monies are, conservatively, 10 "local" dollars to each Federal dollar.

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[1] U.S. Congress, House Committee on Interstate and Foreign Commerce, *Educational Television*, 87th Congress, 1st sess., March 22, 1961, pp. 149-150.

Table 1. Educational Broadcasting Facilities Program (FY 1963 - FY 1973)

Amounts in Millions

PROFILE OF PROGRAM REQUESTS - FY 63-73

Fiscal Year	Pending Applications		Applications Rec'd		Applications Considered In FY		Grant Awards		Auth (P.L.)
	No. 1/	Amount	No.	Amount	No.	Amount	No.	Amount	
1963-1967	–	–	235	$81.0	235	$81.0	161	$32.0	87-447
1968	74	29.0	0	–	0	–	0	–	90-129
1969	74	29.0	51	8.0	125	37.0	15	3.2	90-129
1970	108	30.0	21	5.0	136	39.0	40	5.4	90-129
1971	89	25.8	96	19.7	186	46.5	57	11.0	91-97
1972	119	30.9	76	11.0	195	42.0	69	13.0	91-97
1973	77	18.9	84	17.2	161	38.1	78	13.0	91-97
1974	70	18.0	14	2.3*					

1/Does not include applications returned during processing in previous fiscal year.
**Includes applications rec'd through 7/1/73*

HISTORY OF GRANT AWARDS

FY	ETV Activations			ETV Expansions			Radio Activations			Radio Expansions			TOTAL	
	No. of Grants	Federal Funds	Average Grant	No. of Grants	Federal Funds	Average Grant	No. of Grants	Federal Funds	Average Grant	No. of Grants	Federal Funds	Average Grant	No. of Grants	Federal Funds
63-67	92	$19.98	$.22	69	$11.90	$.17	n/a	–	–	n/a	–	–	161	$31,971,011
68	No funds appropriated													
69	7	2.01	.29	6	1.10	.18	2	$ .10	$ .05	0	–	–	15	3,210,819
70	11	2.70	.25	10	1.84	.18	9	.52	.06	10	$.34	$.03	40	5,402,634
71	12	4.37	.36	18	4.96	.27	12	.81	.07	15	.86	.06	57	11,000,000
72	10	3.30	.33	33	8.18	.25	7	.56	.08	19	.94	.05	69	13,000,000
73	8	3.20	.40	40	7.90	.20	10	.89	.09	20	1.00	.05	78	12,999,999
TOTAL	140	$35.57		176	$35.97		40	$2.90		64	$3.14		420	$77,884,263**

**Deobligations of $219,514 have not been deducted in this accounting.

Source: Educational Broadcasting Facilities Program, National Center for Educational Technology, Office of Education, Department of Health, Education and Welfare, July 1973.

V.

THE PUBLIC BROADCASTING SYSTEM TODAY

The public broadcasting "system" as we know it today is structured largely on the 1967 recommendations of the Carnegie Commission Report which concluded that "a well-financed and well-directed system, substantially larger and far more persuasive and effective than that which now exists in the United States, must be brought into being if the full needs of the American public are to be served".[1]

Guided by those recommendations, the Congress enacted the Public Broadcasting Act of 1967 which, among other things, mandated the creation of the Corporation for Public Broadcasting (CPB) to provide national leadership in the further development of a public broadcasting system while insuring that the medium would have maximum protection from outside interference and control.[2]

The Congress authorized CPB to assist in three important activities: the establishment and maintenance of an interconnection service among the local stations; the production of national programming; and the increase of support to local stations.

In the furtherance of its responsiblity to create an inter connection service, the Corporation joined with a group of elected television station representatives in 1970 to create the Public Broadcasting Service (PBS), a national broadcasting entity unlike any other service--commercial or non-commercial, foreign or domestic. PBS is an organized federation of public television stations with policy set by an elected board of governors made up of various chairmen of the boards of local television stations. The board of governors receives guidance from a PBS board of managers, a group comprised of and elected by television station managers.

In addition to CPB and PBS, another public broadcasting system component was created as a result of the Public Broadcasting Act of 1967: National Public Radio (NPR), an organization of CPB-qualified public radio stations. Although National Public Radio has some similarities to PBS--both are membership organizations managed by the members, and both draw from local sources for their programming--there are four basic differences: NPR produces programs, while PBS does not; PBS obtains programming from its member stations and a variety of producing agencies which are partially funded by CPB, while NPR is principally funded by CPB and supplements its production by contracting with local stations and other producing agencies for programs it will carry; PBS policy making is shared by two boards representing the station managers and station board chairmen, NPR policy is set by one board of directors comprised of station representatives and lay representatives; and PBS performs a station representation function during negotiations with CPB and hearings before Congress or Government agencies, while the representation function for radio is not handled by NPR. This function has in the past been performed by the National Educational Radio Division of NAEB and will be handled in the future by the newly constituted Association of Public Radio Stations.

In addition to the Corporation for Public Broadcasting, the Public Broadcasting Service, National Public Radio, and the Association of Public Radio Stations, other components of the public broadcasting system are:

- Public television and radio licensees who operate stations and engage in producing, acquiring, and broadcasting local, regional, and national programs.
- Seven regional and three state television organizations which operate program acquisition and distribution systems.
- Several national libraries which serve as a program resource and are located throughout the system and operated by its members.

- Station-affiliated and independent producers who, under contract or sales arrangement, furnish CPB and the other public broadcasting entities with programs for distribution through the Public Broadcasting Service and National Public Radio. (Table 2)
- National Association of Educational Broadcasters (NAEB), a national society with membership drawn from individuals in the fields of instructional communications and public broadcasting.

The 233 public television stations and the 132 CPB-qualified public radio stations on the air at the close of 1972 fall into four different categories:

State and Municipal stations (78 TV, 6 radio) licensed to state or municipal boards of education or similar agencies.

University stations (71 TV, 94 radio) licensed to both state and private colleges and universities.

Community stations (63 TV, 20 radio) licensed to non-profit corporations.

School stations (21 TV, 12 radio) licensed to school districts or systems primarily serving elementary and secondary education.

These public broadcasting stations offer a total radio and television service which is a mix of instructional, informational cultural, and social services.

In summary, then, the nation's public broadcasting system is a working arrangement of non-commercial television and radio broadcast licensees, producers, distributors, supporters, planners and financiers, all of whom contribute in varying degrees in providing the product of public radio and television to the American public.

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[1] Carnegie Commission Report, Public Television: A Program for Action (New York: Harper and Row), 1967, p. 3.

[2] The Corporation has a 15-member board of directors, appointed by the President with the advice and consent of the Senate. No more than eight of the members may belong to the same political party. All board members serve for staggered six-year terms and may not be full-time government employees. They should be, the Congress stipulated,:

> "eminent in such fields as education, cultural and civic affairs, or the arts, including radio and television; [and] selected so as to provide as nearly as practicable a broad representation of various regions of the country, various professions and occupations, and various kinds of talent and experience appropriate to the functions and responsibilities of the Corporation." (47 U.S.C. 396(c)(2)).

Table 2. The Public Broadcasting System Today

Public television licensees

Public radio licensees

Children's Television Workshop (CTW)

Corporation for Public Broadcasting (CPB)

Family Communications, Inc.

Joint Council on Educational Telecommunications (JCET)

National Association of Educational Broadcasters (NAEB)

National Center for Audio Experimentation (NCAE)

National Center for Experiments in Television (KQED)

National Educational Television Division of WNET

National Instructional Television Center (NITC)

National Public Affairs Center for Television of WETA

National Public Radio (NPR)

Public Broadcasting Service (PBS)

Regional radio and television networks:

- Central Educational Network (CEN)
- Eastern Educational Television Network (EETN)
- Eastern Public Radio Network (EPRN)
- Midwestern Educational Television, Inc. (MET)
- Rocky Mountain Network (RMN)
- Southern Educational Communications Association (SECA)
- Western Educational Network (WEN)

State Networks:[1]

- Ohio Educational Television Network Commission (OETNC)
- Pennsylvania Public Television Network (PPTN)
- State University of New York (SUNY)

[1] *There are an additional 23 states, including Puerto Rico and American Samoa, holding licenses for from 1-13 transmitters each, for a total of 81 public television transmitters.*

VI.

PROBLEM AREAS OF PUBLIC BROADCASTING

Despite the substantial growth of the public broadcasting system since the Carnegie Commission Report and the subsequent enactment of the Communications Act of 1967, the system still requires considerable improvement in order to provide efficient and effective service to the nation. Recent studies have shown that inadequate financing and the attendant lack of long-range financial planning have seriously handicapped the system's orderly growth.

> "The new medium--and a new medium it indeed is--was assigned the destiny of becoming a powerful source of alternative programing, something never before attempted on a major scale in this country, and put under a spotlight of attention and prestige appropriate to that role. It assumed that mantle with many of its leading players acting, speaking and presumably thinking they could somehow please everybody--as though the very name 'public' and an obvious attempt to do something worthwhile and different in broadcasting would be enough to induce a warm glow in the nation's collective soul.
>
> "Their reward--and the medium's--has been the discovery that it doesn't work that way. If public broadcasting draws large audiences, it is attacked for seeking the masses; if it programs for small, select groups, it is damned as an insufferable snob. If it tackles a rough issue, it is trendy, left-wing, unrepresentative and misusing the taxpayers' money; if it presents fine drama and stimulating discussion, it is aloof and uninvolved. If it moves toward centralization, the specter of autocracy is raised; if it does not, there is the accusation that it is frittering away its public money without seizing the chance to make an impact on the national consciousness. Anything it does, in any realm, is sure to be attacked by someone as contrary to the spirit of the Carnegie Commission report or the Public Broadcasting Act--both of which mean many different things to many different people. Meanwhile, the struggle for federal funding limps along; federal appropriations increase, but freedom from annual accounting does not."[1]

Of the amount of money currently being expended by commercial and public television stations today, the public television share is less than ten percent. Although the revenue for public television has risen by 143 percent between 1966 and 1971, this gain has been offset by an increase of 83 percent in the number of public television stations. And while the mean expenditure per station (see Table 3) has increased by 36 percent, an inflation factor of approximately 25 percent (five percent per year) reduces this mean expenditure per station figure to show an increase of only 11 percent over a five-year period. This is hardly enough to exist on, let alone to fulfill the objectives the Congress intended when it passed the Public Broadcasting Act of 1967.

During fiscal year 1971 the largest sources of public television licensees' income were State school boards and State governments (33.0 percent of the total), followed by local school boards and local governments (14.2 percent), foundations (11.3 percent), and public broadcasting agencies (10.5 percent). (See Figure 1.)

In an introduction to the Schramm-Nelson study *The Financing of Public Television*, Douglass Carter outlines the grim assessment of the future growth of public television. He concludes:

> "The political predicament of public broadcasting is inextricably tied up with its economic plight. Despite growth, both the system and the local stations are in a greater bind than ever before. Revenues have not kept pace with increased costs and expanded obligations."

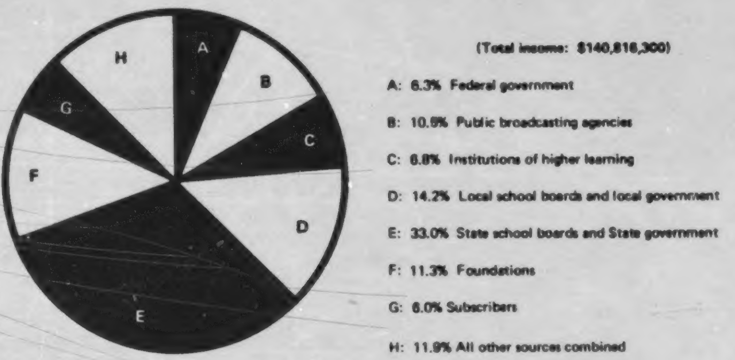
> "Compared to non-commercial systems in other leading countries, public television in America exists on a pittance, receiving less than one-fourth as much per capita as Britain's BBC-TV, and just over one-fourth of Japan's NHK."
>
> "Any effort to increase the amount and quality of local programming is purely academic at the present level of funding. To parcel out all the federal revenues among the stations would purchase only a few minutes weekly of low-cost programs."
>
> "An adequate schedule of local, regional, and national programs would cost over two and a half times as much as the system's existing budget."
>
> "Unless an overall plan is developed – which includes 'family planning' to control duplicative new stations – the situation is likely to grow worse."[2]

Our Constitution-based safeguards, methods of licensing stations (school, state, university, community), geography and customs and the inherent uniqueness of the system itself make it difficult to make comparisons with public broadcasting systems in other countries. What is not difficult, however, is to measure commitment in terms of dollars spent per capita on public television. In 1971, the U.S. Government spent $.17 per capita on public television as compared to the Canadian government expenditure of close to $6 per capita annually for public television, the British government's expenditure of $3.29 per capita, and the Japanese government's expenditure of $2.90 in 1972. (Table 4.)

In a 1969 study of public radio, commissioned jointly by the CPB and the Ford Foundation, study director Sam Holt reported that funding and organization were the two areas of greatest difficulty. He wrote:

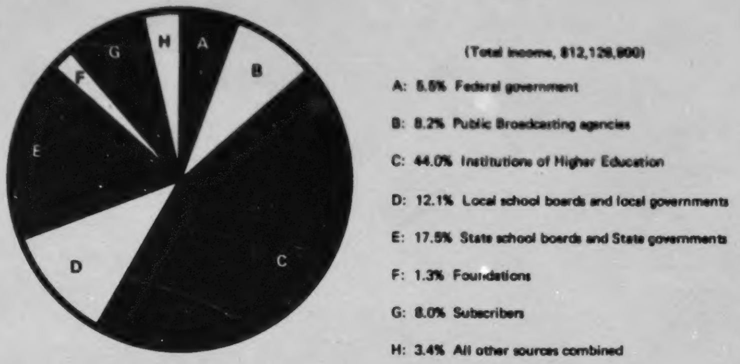
> "Noncommercial radio is weakened by problems of internal organization and financing within the individual licensee, and by structural and funding problems for the medium as a whole. Low budgets and other factors have made recruiting of personnel a problem for most stations. These problems complicate the job of the station manager, who is often forced to operate under the pressure of time-consuming responsibilities outside the station."[3]

Figure 1—Percent distribution of total income for public television licensees, by source of income: Aggregate United States, Fiscal Year 1971



Source: Financial Statistics of Public Television Licensees: Fiscal Year 1971 (Advance Edition), CPB-USOE/ NCES Joint Publication Series, (Washington, D.C.: Corporation for Public Broadcasting, 1972), p. 14.

Figure 2—Percent distribution of total income of CPB-qualified public radio licensees, by source of income: Aggregate United States, Fiscal Year 1971



Source: Summary Statistics of CPB-Qualified Radio Stations: Fiscal Year 1971 (Advance Edition), CPB-USOE/NCES Joint Publication Series (Washington, D.C.: Corporation for Public Broadcasting, 1973), P. 13.

In 1969, less than 100 of the approximately 420 non-commercial radio stations then operating had a permanent staff of at least three people. The average operating budget was less than $10,000 per station. More than half the stations operated with a power of only ten watts, a power so minimal that some college stations could not reach all potential listeners on a single campus.

Just three years later the picture had improved considerably with 132 stations meeting the minimum eligibility standards for CPB assistance (compared to only 73 just two years earlier) and 18 additional stations qualifying by the end of FY 1973.

Public radio coverage of the potential audience in the United States had increased from 36 percent in 1970 to over 60 percent at the close of 1972. Total income of the CPB-qualified public radio stations reached $12.1 million during fiscal year 1971. This was an increase of 29 percent from fiscal year 1970.

Federal financial assistance to the public radio industry, however, lags far behind that of other nations with comparable systems. Of the more than $12 million spent on public radio in the United States in fiscal year 1971, for instance, the Federal share was only $3.4 million. This amounts to an expenditure of two cents per person per year! During that same period, the BBC spent $66 million and NHK spent $72 million respectively for public radio programming. (See Table 5.)

During fiscal year 1971 the largest source of CPB-qualified radio station income was institutions of higher education (44.0 percent of the total), followed by State school boards and State governments (17.5 percent), local school boards and local governments (12.1 percent), and public broadcasting agencies (8.2 percent). (See Figure 2.)

Table 3. U.S. Public compared with U.S. Commercial television stations

(Financial figures in $ thousands)

STATIONS	1966	1967	1968	1969	1970	1971
PUBLIC STATIONS						
Number of stations	113	119	146	189	196	207
Total station revenue	$ 58,316	$ 54,324	$ 66,719	$ 84,928	$ 103,641	$140,816
Mean per station	516	457	457	449	530	680
Total station expense	57,492	62,238	67,091	96,938	107,228	142,582
Mean per station	509	523	460	513	550	689
COMMERCIAL STATIONS						
Number of stations	613	626	655	680	690	695
Total station revenue	$1,291,000	$1,322,100	$1,504,400	$1,652,200	$1,663,600	#
Mean per station	2,106	2,112	2,297	2,391	2,408	
Total station expense	888,900	983,300	1,066,200	1,191,200	1,259,800²	
Mean per station	1,450	1,539	1,628	1,752	1,823	
PUBLIC STATIONS *AS A FRACTION OF COMMERCIAL STATIONS*						
Number of stations	18.4%	19.0%	22.3%	27.8%	28.2%	29.8%
Total station revenue	4.5%	4.1%	4.4%	5.1%	6.2%	#
Mean per station	24.5%	21.6%	19.9%	18.8%	22.0%	
Total station expense	6.5%	6.5%	6.3%	8.1%	8.5%	
Mean per station	35.1%	34.0%	28.3%	29.3%	30.2%	

Notes: 1. *Revenues and expenditures reported are for stations only, and do not include network operations.*

2. *To some extent apparent increases in 1971 PTV station revenues and expenditures are the result of the consolidation of NET operations into New York station WNET/13.*

3. *If the public station figures were analyzed by licensees rather than by stations, the revenue and expenditures would in each case be larger, and the difference between public and commercial stations therefore less than in the table above. Thus, for the last three years (in $ thousands):*

	1969	*1970*	*1971*
Mean revenue per licensee	*$ 690*	*$ 733*	*$ 1,069*
Mean expense per licensee	*788*	*800*	*1,072*

Source: 1. *1966-1968 statistics of public stations from NAEB.*

2. *Statistics of commercial tv stations from FCC.*

3. *1969-1971 statistics from CPB.*

Table 4. Television Service Costs by Selected Countries

Note	Service	Total $	Per Person Expenditure
1.	**U.S. Public Television FY 71**		
	PTV System Revenue (non-duplicated)	$ 166,440,000	$ .81
	All Federal contributions	34,047,000	.17
	U.S. Commercial Television		
2.	Station and Network revenues 1970	2,808,200,000	13.71
3.	Network revenues only, 1971	1,487,900,000	7.32
	CBC (Canada) Television, 1970/71		
4.	All CBC-TV expenditures, including commercial programming	166,583,800	7.70
5.	Parliamentary Grant Television	123,133,400	5.81
6.	BBC (UK) Television, 1970/71 (Totally non-commercial)	183,241,000	3.29
7.	**NHK (Japan) Television, 1971/72 Estimated TV share of Budget (non-commercial)**	300,000,000	2.90

Notes:

1. *Source: Corporation for Public Broadcasting*
2. *Source: FCC Release, May 12, 1972*
3. *Source: FCC Annual Report, Fiscal Year 1971*
4. *CBC operates other broadcasting services in addition to television. Expenditures shown are for direct television costs and a calculated portion of CBC common costs. The CBC-TV networks operate as commercial services for parts of each broadcast day.*
5. *"Grant" amount shown is net cost to taxpayers, based on calculated television share of total CBC parliamentary grant of $166,000,000 less commercial television revenues of $42,850,000.*
6. *Source: BBC Handbook, 1972, p. 210*
7. *NHK operates both radio and television services. Budget amount shown is calculated television portion of total NHK 1971/72 budget of $372,180,000.*

Table 5. Radio Service Costs by Selected Countries

Note	Service	Total $	Per Person Expenditure
1.	**U.S. CPB-qualified public radio, FY 71**		
	CPB-qualified radio system revenue (non-duplicated)	$12,578,000	$ .06
	Federal contributions	3,429,400	.02
2.	BBC (U.K.) Radio, 1970/71 (non-commercial):		
	BBC radio system (including local stations)	66,117,900	1.19
3.	**NHK (Japan) Radio, 1970/71 (non-commercial):**		
	Estimated radio share of budget	72,180,000	.69

Note:

1. *Source: Corporation for Public Broadcasting*
2. *Source: BBC Handbook, 1972, p. 210.*
3. *Source: NHK Handbook, 1971, p. 33. (See footnote 7 in Table 5.)*

VII.

FINANCIAL REQUIREMENTS OF PUBLIC BROADCASTING

Previous Cost Projections

Starting with the Stanford University study of 1960,[1] operating and capital equipment needs of the "system" have traditionally been the concentration of academics, the trade associations, and Federal agencies. No one heretofore has projected the manpower requirements for public television or radio, including personnel development, except as it is inadequately reflected in operating projections. (See Table 6.)

In 1967, the Carnegie Commission studied existing public television stations and, interpolating needed new stations, recommended a total investment of $621 million for a 380-station system and estimated the annual operating costs for the developed system at $270 million. Five years later--and at least five projections later (See Table 6)--the Carnegie study results still appear to be reasonable estimates for public television stations and, interpolating needed new stations, recommended a total investment of $621 million for a 380-station system and estimated the annual operating costs for the developed system at $270 million. Five years later--and at least five projections later (See Table 6)--the Carnegie study results still appear to be reasonable estimates for public television, if the figures are adjusted for inflation.

Table 6. Previous Study Cost Projections

Public Television Only	No. of Stations projected	Total Capital Invest-ment Required (millions)	Annual Operating Costs After Capitalization (millions)
1961 Stanford University (10 years)	180	$ 84	$ 46
1966 NAEB/ETS (5 years)	364	382	No estimate
1967 Carnegie Commission (10 years)	380	621	270
1969 Bystrom Report DHEW	380	177	No estimate
1970 NAEB Memo (10 years)	300	186	No estimate
1972 Stanford University	350	347	432
1972 ETS* (10 years)	333	380	290
1972 NAEB* (10 years)	333 (+)	390	287

*Projections include costs of ITFS (Instructional Television Fixed Service) facilities.

Task Force Projection

When the Task Force began its work in the late summer of 1972, it became obvious that the past cost studies were inadequate for use by the Task Force and a project was begun to determine system requirements for both operations and capitalization in the entire public radio and television system.

Under the project outline certain objectives were set for the projections and the Task Force accepted the following assumptions:

- The estimates would be for a five-year first phase of long-range financing.
- They would project a system of television and radio stations capable of reaching 90 percent of the American population by the end of five years, because the goal of 100 percent coverage was economically unrealistic since the last 10 percent of the population is spread over a vast expanse of geographic area.[2]
- Estimates would be developed for both financial requirements and projected income for the entire system, including estimates for organizations other than broadcast licensees, such as CPB, PBS, NPR, CTW or regional networks.

The statisticians involved in the project made certain other assumptions as to growth rates, depreciation and inflation factors.

Several members of the Task Force participated in the development of models of the public broadcasting system, and data were used from the CPB annual station surveys which provided an information base of both income and expenditures from fiscal years 1969, 1970, and 1971. Requirement projections were done for the public radio system by a team of radio station managers and CPB Radio Activities staff members. The television licensee projections were done cooperatively by staff members for PBS and the CPB Information Systems and Planning staffs.

Two expenditures estimates were projected and then adjusted to provide a single final projection of requirements, with which the Task Force could be satisfied as being as accurate as possible with the data available and statistical methods used. One set of cost estimates was done by a projection of growth rates, from the data base of the annual surveys and using standard factors for inflation and depreciation estimates to reach the projected model system by 1979. The other cost projection was done by building up a model of the costs of running local stations at various levels of development, plus the costs of national programming and interconnection, to reach the 1979 model system. The same inflation and depreciation factors and the same cost figures for organizations other than licensees were used in both studies.

The two cost models developed by these studies were compared and the television licensee requirements were scaled down somewhat from the optimal, or fully developed system, to a model with minimal expenditures necessary to cover 90 percent of the population.

System Income Projection

The final projections which emerged from the combination of the two approaches discussed above also included figures for projected income of television and radio licensees, and other organizations. These figures are set forth in Table 7, the Task Force Projection, which was the financial model used by the Task Force in the development of its Long-Range Financing Plan.

Based on data from annual surveys, projections were done of non-Federal,

TASK FORCE PROJECTION

Table 7. PUBLIC BROADCASTING LONG-RANGE FINANCING REQUIREMENTS: FY'75 - FY'79

($ in thousands)

		FY 75	FY 76	FY 77	FY 78	FY 79	5-Year Total
I.	Operating Costs:						
	1. TV licensees (196/341)	$256,334	$302, 930	$344,870	$386,215	$417,802	
	2. Qualified radio (295)	32,235	40,303	45,630	49,875	54,723	
	3. Other organizations (18-20)	94,754	116, 390	151,576	179,604	204,288	
	Subtotal	$383,323	$459,623	542,076	$615,694	$676,813	$2,667,529
II.	Capital Expenditures:						
	1. TV Licensees (196/341)	$143,001	$127,059	$124,130	$119,052	$128,757	
	2. Qualified radio (295)	10,877	13,819	16,100	18,036	20,019	
	3. Other organizations (18-20)	3,569	4,992	4,859	4,041	3,944	
	Subtotal	$157,447	$145,870	$145,089	$141,728	$152,720	$ 742,854
III.	Total Expenditure (I. + II.):	$5[illegible]0,770	$605,493	$687,165	$757,422	$829,533	$3,420,383
IV.	Non-Federal, Non-duplicated Income:						
	1. TV licensees (196)	$213,5[illegible]0	$244,608	$287,193	$332,492	$378,[illegible]	
	2. Qualified radio (295)	24,90[illegible]	30,309	34,738	38,135	39,473	
	3. Other organizations	20,516	22,568	24,824	27,307	30,037	
	Subtotal*	$259,056	$297,485	346,755	$397,934	$447,819	$1,748,849
V.	Federal Monies Needed:						
	1. Additional monies needed (difference between III. & IV.)	$281,714	$308,008	$340,410	$359,488	$381,914	$1,671,534
	2. 50% match on the second previous year	90,200	100,300	129,528	148,743	173,378	642,149
	(Ceilings on the 50% match)	(100,000)	(125,000)	(150,000)	(175,000)	(200,000)	(750,000)
	3. Facilities funds requested	40,000	45,000	50,000	55,000	60,000	250,000
	4. Total Federal Monies expected (2. + 3.)	130,200	145,300	179,528	203,743	233,378	892,149

* Subtotal for FY 1973 totals $180,400.
Subtotal for FY 1974 totals $200,600.

Notes for Table 7.

1. Non-Federal, non-duplicated income includes income for both operating costs and capital expenditures. Assuming that about 15 percent of the total Non-Federal, Non-duplicated income is attributed to capital accounts, $262,327 thousand out of the total $1,748,849 thousand for the 5-year period would be the industry's own contribution to the capital expenditures, and the remaining $1,486,522 thousand would be accounted for operating purposes.
2. Accordingly, although all amounts from the 50 percent match on the second previous year are to be spent for operating costs only, $2,128,671 thousand (roughtly 79.5 percent of the projected total operating cost) is expected.
3. As for capital requirements, including $250,000 thousand Federal facilities funds, $612,327 thousand (about 68.9 percent of the projected total capital expenditures) is anticipated.
4. This means that out of the total $3,420,383 thousand projected for long range financing requirements for the 5-year planned period, some $2,840,998 thousand would be financed by the Task Force's proposal.
5. In short, the financing of the public broadcasting system recommended by the Task Force is 77.2 percent of the projected total system requirements.
6. In the event that Federal funds based on the 50 percent match are provided at the maximum level (ceiling), $1 billion in Federal monies (for both operation costs and capital expenditures) would be alloted to help develop and maintain the public broadcasting system for the 5-year period. The sum of this amount and the industry's non-Federal, non-duplicated income represents roughly 80 percent of the projected total cost of the system.

non-duplicated income of television and radio licensees and other organizations.[3] These estimates were done to enable the Task Force to determine how much of a difference would exist each year between projected costs and funds available to pay those costs. The major share of the deficit would have to be made up by the Federal contribution under whatever plan the Task Force developed.

Although Table 8 represents the financial model for an optimal system of public broadcasting at the end of fiscal year 1979, it was the opinion of the Task Force that the optimal system was not realistically attainable. The system income projections developed in the study were so much lower than the cost projections that the industry could not realistically expect to make up the deficit. Thus, there was a scaling-down to the figures represented in Table 7, which were used to develop the Task Force Plan.

Television Station Cost Projection

In the Task Force projection (Table 7) total operating costs of the television stations for the five-year development period were projected at slightly over $1.7 billion, ranging from $256 million in 1975 to $418 million in 1979.

Capital expenditures for these television stations were also projected (See Table 7). This included estimated capital depreciation costs at a 15 percent annual rate, and an estimated 7.5 percent annual inflation rate for the period. Based on a 1972 survey of the stations, adjusted prior capital investments were estimated at $151 million. Based on an assumption that capital investment will be made through the end of FY '74 in amounts adequate to allow the system to grow to the point assumed as a starting point in FY '75, an additional $643 million was projected as capital expenditure required during the five-year development period to complete a 341-station system, from the present 242 stations covering approximately 75 percent of the American public.

Radio Station Cost Projection

The Task Force Projection also shows the requirements for a planned 295-station system of CPB qualified stations serving 90 percent of the American public, from the present 144 stations covering about 65 percent. Total operating costs for radio stations were estimated at $223 million for the five-year period.

The 295-station system's capital requirements were estimated at $79 million spread over a development period of five years. This also included estimated depreciation costs at a 15 percent annual rate and inflations cost at a 7.5 percent annual rate. (See Table 7.)

Other Organizations

Operating costs of public broadcasting entities other than television and radio licensees listed in Table 2 were estimated at $747 million for the five-year period.

This amount includes costs of $607 million for television and $66 million for radio national programming, interconnection services, and other basic supports. The remainder of the amounts totaled $73 million for the period, which is largely to cover administrative costs of these organizations.

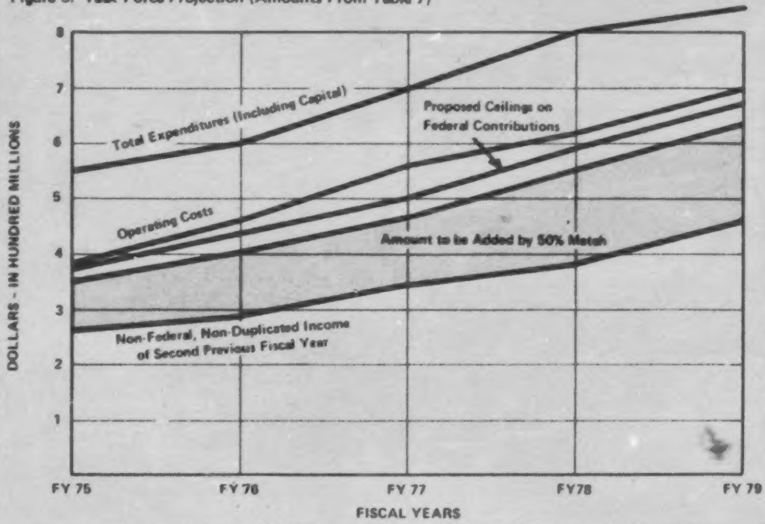
A projected $94 million for capital requirements would cover the capital expenditures required for these organizations for the five-year period. (See Table 7.)

Total System Requirements

In summary, as shown in Table 3 and Figure 5, the projections of the Long-Range Financing Task Force for the five-year period (FY 1975-FY 1979) show that:

- Total operating costs for public broadcasting--including television, radio and other entities--will require $2,678 million. This includes estimated inflation costs.
- Coverage of 90 percent of the American population will require capital investments of $743 million over five years for the total broadcasting system. This includes both inflation costs and depreciation costs, at a 7.5 and a 15 percent annual rate respectively.
- Non-Federal, non-duplicated income of the total public broadcasting system is estimated to be $1.749 million, with an inflation factor added.

Figure 3. Task Force Projection (Amounts From Table 7)



This is the public broadcasting system projection which the Task Force used to develop its financial plan. Under the Task Force Plan, with the 50 percent matching provision and the requested amounts provided for facilities funding, 77.2 percent of the projected system requirements of $3.4 billion would be financed by the combination of non-Federal funds, Federal matching funds and Federal facilities funds. In the event that Federal funds based on the 50 percent match are provided at the maximum level (ceiling) recommended by the Task Force, $1 billion in Federal monies (for both operating and capital expenditures) would be allocated to help develop and

Table 8. FULLY-DEVELOPED SYSTEM

PUBLIC BROADCASTING LONG-RANGE FINANCING REQUIREMENTS: FY'75-FY'79

(\$ in thousands)

		FY 75	FY 76	FY 77	FY 78	FY 79	5-Year Total
I.	Operating Costs:						
	1. TV Licensees (196/341)	$326,662	$390, 434	$446,971	$495,212	$ 546,324	
	2. Qualified radio (295)	60,623	72,511	86,939	105,112	124,283	
	3. Other organizations (18-20)	97,737	121,806	158,391	188,406	213,909	
	Subtotal	$485,022	$584,751	$692,301	$788,730	$ 884,516	$3,436,320
II.	Capital Eqpenditures:						
	1. TV licensees (196/341)	$208,321	$175,534	$165,688	$156,544	$ 165,477	
	2. Qualified radio (295)	18,235	22,297	24,773	26,720	29,187	
	3. Other organizations (18-20)	3,569	4,992	4,859	4,041	3,944	
	Subtotal	$230,125	$202,823	$195,320	$187,305	$ 198,608	$1,014,181
III.	Total Expenditures (I. + II.):	$715,147	$787,574	$887,621	$976,035	$1,093,124	$4,449,501
IV.	Non-Federal, Non-duplicated Income:						
	1. TV licensees (196)	$213,560	$244,608	$287,193	$332,492	$ 378,109	
	2. Qualified radio (295)	24,980	30,309	34,738	38,135	39,473	
	3. Other organizations	20,516	22,568	24,824	27,307	30,037	
	Subtotal*	$259,056	$297,485	$346,755	$397,934	$ 447,619	$1,748,849
V.	Federal Monies Needed:						
	1. Additional monies needed (difference between III & IV.)	$456,091	$490,089	$540,866	$578,101	$ 635,505	$2,700,652
	2. 50% match on second previous year	90,200	100,300	129,528	48,743	173,378	642,149
	(Ceilings onthe 50 % match)	(100,000)	(125,000)	(150,000)	(175,000)	(200,000)	(750,000)
	3. Facilities funds requested	40,000	45,000	50,000	55,000	60,000	250,000
	4. Total Federal monies expected (2. + 3.)	130,200	145,300	179,528	203,743	233,378	892,149

* Subtotal for FY 1973 totals $180,400
Subtotal for FY 1974 totals $200,000

maintain the public broadcasting system for the five-year period. The total of this amount and the industry's non-Federal, non-duplicated income represents roughly 80 percent of the total costs of the system projected in Table 7.

The system projected here represents a goal the Task Force has set for the public broadcasting industry, a goal which will only be fully realized if the incentive factor provided by the matching provision becomes an integral part of public broadcasting funding. Since the actual effect of the incentive factor is very difficult to predict, the Task Force projection has been calculated on a conservative basis.

If fully achieved, this projected system would bring to a large portion of the American people public broadcasting of the quality and diversity called for in the Public Broadcasting Act of 1967. Meeting the financial requirements for this kind of service, however, requires more funds than the system itself can supply, therefore, Public Broadcasting looks toward the Federal government for fulfillment of the commitment made in 1967, "that it is necessary and appropriate for the Federal government to complement, assist, and support a national policy that will most effectively make noncommercial educational radio and television service available to all the citizens of the United States."[4]

---

[1] *ETV: The Next Ten Years* (Stanford, California: Institute for Communication Research, Stanford University, 1961), pp. 166-190.

[2] The impact of satellites and cable on delivery costs is uncertain. Some experts believe that they represent a cheaper alternative than broadcast transmission, depending on geography.
Satellites may replace AT&T long lines for distributing programming to and between stations, but the cost implications are unclear at the present. Annual costs of a satellite trunking operation may prove to be lower or equal to the reduced AT&T line charge operations, but with expanded flexibility. Direct broadcast, while technically feasible, faces enormous economic and political obstacles.
Cable delivers a large number of channels to a home for a small installation charge and a monthly fee. Until ways are found to hook up every home and eliminate the charges, broadcast remains the only viable alternative for poor and/or fixed income families. Cable's two-way and multi-channel potential opens new opportunities for public stations to serve the community. Therefore, public stations must become heavily involved in cable development while continuing in their over-the-air responsibilities to the non-cable audience.

[3] Non-Federal, non-duplicated income includes all income except funds from primary Federal sources and funds from within the public broadcasting industry.

[4] 47 U.S.C. 396 (a)(5)

APPENDICES

APPENDIX A

LONG-RANGE FINANCING TASK FORCE MEMBERS

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Mr. Kenneth Kager
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Community - TV (WCET)

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Long-Range Financing Task Force (July 1972-Feb. 1973)

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Senate Committee on Commerce

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APPENDIX B

PRINCIPLES OF LONG-RANGE FINANCING
Adopted by Long-Range Financing Task Force
May 18, 1973

RESOLVED THAT
WHEREAS,

the funding of public broadcasting for educational, informational, cultural and humanistic purposes is vital to the public interest, and should be increased substantially from all sources to realize fully the potential of the system for serving the American people, and

WHEREAS,

the Task Force agrees that there is a necessity for Federal funding of public broadcasting as a complement to existing funding sources for the realization of this potential, and

WHEREAS,

the Corporation for Public Broadcasting in its leadership role as envisioned in the Public Broadcasting Act of 1967 is the steward of Federal funds appropriated and will be accountable for the use of such funds, and

WHEREAS,

the Task Force on Long-Range Financing has examined various concepts for the financing of public broadcasting, and

WHEREAS,

it is clear that any plan for such financing should reflect certain guidelines or principles,

NOW THEREFORE BE IT
RESOLVED,

that the Task Force adopts the following principles as the basic tenets which must be present in any plan for the long-range financing of public broadcasting:

1. The principal share of the operating expenses of public broadcasting will continue to come from non-Federal sources.
2. The Federal contribution will be designed to provide incentives for increasing non-Federal financing.
3. The financing of public broadcasting will not impose unreasonable burdens upon any segment of the economy, but rather will be designed so those who benefit -- essentially the public at large -- will be the source of funds.
4. Of the Federal funds appropriated a portion will be returned to the stations on an equitable basis.
5. The need for insulation against undue pressures from any source is particularly important with respect to the financing of programming.
6. Long-range planning, which is based on a reasonably assured level of future funding, is essential to a viable public broadcasting industry capable of producing high quality services and programs, locally and nationally.
7. The financing of capital requirements is as urgent as financing of operating expenses, and the funding level must be increased to meet system requirements.

8. Non-Federal underwriting of local and national program costs be continued as an important method of financing.
9. The development of a plan for the system's growth, the strengthening of local planning and management capabilities, and the setting of priorities which can be translated into specific local and national objectives are all essential to the achievement of long-range financing.
10. Any long-range financing plan will be reviewed periodically and will be adaptable to developments in cable, satellites, and the new technologies generally.

APPENDIX C

CPB-PBS AGREEMENT REACHED ON MAY 31, 1973

A Joint Resolution
of
The Corporation for Public Broadcasting
and
The Public Broadcasting Service

Resolved, by the Boards of the Corporation for Public Broadcasting and the Public Broadcasting Service, that:

> In order to effect a vigorous partnership in behalf of the independence and diversity of public television and to improve the excellence of its programs;
>
> to enhance the development, passage by Congress, and approval by the Executive branch of a long-range financing program that would remove public broadcasting from the political hazards of annual authorizations and appropriations;
>
> to further strengthen the autonomy and independence of local public television stations; and
>
> to reaffirm that public affairs programs are an essential responsibility of public broadcasting,

the Boards of the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS) do hereby jointly adopt the following agreement:

1. CPB will, in consultation with PBS, other interested parties, and the public, decide all CPB funded programs through a CPB program department. The consultation prior to CPB's decision is vital so that the CPB programming department will understand what the licensees' needs are and thus avoid any possibility that CPB will fund programs that the licensees do not want. By such a consultation, well in advance of CPB program decisions, time and vitally needed dollars can be saved and the public can be best served. In the event that the PBS program department dissents from any particular program decision of the CPB program department, the PBS program department may appeal to the chief executives of CPB and PBS. Should these executives fail to agree, final appeal may be made to the respective chairman of the two organizations whose joint decision will be final.

2. All non-CPB funded programs, accepted under PBS Broadcast Journalism Standards and normal PBS procedures, will have access to the interconnection.

3. Should there by any conflict of opinion as to balance and objectivity of any programs, regardless of the source of funding, either group can appeal to a monitoring committee consisting of three CPB trustees and three PBS trustees. It will take four votes of this committee to bar a program's access to the interconnection.

4. PBS, on behalf of the stations, will prepare a draft schedule of programs of interconnection. The draft schedule will be for one year divided into four quarters. It will be resubmitted each quarter for the ensuing four quarters. To preserve the mutual interests of both CPB and PBS, CPB will be advised and consulted in the development of the draft schedule, and when each such four quarter schedule is completed, it shall be submitted for approval of CPB. In the event that the CPB program department does not agree to the draft schedule, it may appeal to the chief executives of CPB and PBS. Should these executives fail to agree, the issue shall be present; for final decision to the board chairman of CPB and PBS. Should they fail to agree, they shall choose a third person to whom the issue will be presented and whose decision shall be final. Emergency scheduling decisions will be made in accordance with procedures approved by the chairmen of the CPB and PBS boards. In any event, the draft and final schedules shall reflect the arrangement of programs for interconnection service to stations, and shall not be regarded as a schedule of programs for broadcast by the stations.

5. There is hereby established a Partnership Review Committee consisting of an equal number of trustees of CPB and PBS. Such committee shall access the working of the partnership on a regular basis with formal meetings to be held not less than four times per year. For a five-year period beginning with the adoption of this joint resolution, this committee will be charged with the responsibility of making recommendations to the boards for any modifications which they may deem desirable.

6. CPB and PBS will formalize an annual contract for the physical operation of the interconnection not later than August 31, 1973. Physical operation of the interconnection will be by PBS and will be funded by CPB. Any dispute as to the terms of the contract will be resolved by the chairmen of CPB and PBS no later than September 30, 1973. CPB will continue to finance PBS activities as it has in the past until September 30, 1973. Following that date, PBS will finance its own activities, receiving from CPB only the funds necessary for the physical interconnection services which it will render under the contract.

7. CPB and PBS hereby agree that CPB will provide the mutually desired bedrock of localism by unrestricted grants to the public television stations, under a formula accepted by CPB and PBS, aggregating annually not less than 30% at a $45 million level, increasing proportionately to: 40% at a $60 million level, 45% at a $70 million level and 50% at an $80 million level. CPB and PBS will express this committment to the Congress in connection with the pending legislation.

APPENDIX D

POLICY FOR PUBLIC RADIO STATION ASSISTANCE AND QUALIFYING STATIONS

Policy statements contained in the Public Broadcasting Act speak in terms of encouraging "the growth and development of noncommercial radio and television broadcasting" and "of programming which will be responsive to the interests of the people ... and constitutes an expression of diversity and excellence." They stress the importance of supporting a national policy which "will most effecitvely make noncommercial educational radio and television services available to all citizens of the United States."

Although the Corporation is desirous of aiding as fully as possible all noncommercial broadcasting stations, it can itself be effective in implementing the policies and purposes of the Public Broadcasting Act only by establishing priorities in the selection of stations for the production of programs, the receipts of grants and aids, and for other purposes. Such priorities will necessarily be predicated upon the Corporation's financial capabilities and its determination of the relative ability of stations to serve the public interest in terms of the nature, extent, and quality of their services and the public need for them.

As a general rule, the Corporation believes that in order to qualify as capable of performing a sufficient public service to warrant Corporation support, a station should meet the following standards:

1. Assure consistently in its program schedule a substantial amount of programming of good quality, devoted to educational, informational, and cultural material.
2. Have adequate facilities to transmit an acceptable signal to an appreciable segment of the public.
3. Have access to sufficient funds to cover ordinary operating and program expenses.
4. Be substantially engaged in broadcasting to the public rather than religious, inschool, or other special class for training students in broadcasting or other limited purpose.
5. Have a staff of sufficient size and professional ability to provide a competent service.
6. Maintain an operating schedule of sufficient length and regularity to constitute a reliable and significant service.

The Corporation will indicate periodically what it regards as substantial compliance with the foregoing qualifications and specify particular criteria upon which it will rely in making determinations of eligibility and priority in providing financial and other support.

The Corporation is aware that there will be instances in which a noncommercial radio station failing in one or more of the above standards may nevertheless be rendering an important public service which merits Corporation assistance. The Corporation will make every effort to recognize meriotorious situations and to make appropriate exception of them with respect to the above standards or any other evaluating standards which may be adopted pursuant to or in supplementation of them, upon the written request of an authorized station official.

Criteria for Determining Assistance Eligibility

Recognizing that the Corporation for Public Broadcasting is charged with determining how to best utilize limited financial resources for the systematic development of a significant, national public radio service, the following criteria shall be considered in determining the appropriateness of Corporation support:

1. The station should be licensed by the FCC as a noncommercial educational radio station.
2. The station should operate with an effective radiated power of no less than 250 watts at 500 feet above average terrain (or the equivalent) on a standard FM frequency, or a rated transmitted power of no less than 250 watts on an AM frequency.
3. A minimum of one adequately equipped studio and separate control room should be available to provide for local program production and origination.
4. The minimum number of full-time professional radio station staff employed should comply with the scheduled criteria for the years through 1976 listed on page 45.
   - "Full-time professional radio station staff" includes permanent personnel with demonstrated skill and expertise in the management, programming, production, promotion, development or engineering areas of radio station operation, paid no less than the minimum Federal hourly wage, whose terms of employment require the exercise of full-time duties in one or more of these areas.
     (a) At least one full-time staff member should be employed in a managerial or programming position.
     (b) Clerical and custodial staff, and interns and trainees do not meet the definition of this criterion.
   - Full-time positions should be maintained on an annual basis.
5. The station's minimum operational schedule should comply with the schedule of criteria for the years through 1976 listed on page 45.
6. The station's daily broadcast schedule should be devoted primarily to programming of good quality which serves demonstrated community needs of an educational, informational, and cultural nature, within its primary signal area. Such programming should be intended for a general audience.
   - A program schedule designed to further the principles of a particular religious philosophy does not meet the definition of this criterion.
   - A program schedule designed primarily for in-school or professional in-service audiences does not meet the definition of this criterion.

Joint Licensees

Joint AM-FM stations or FM-FM stations operated by the same licensee in the same community may be indivdually qualified for CPB assistance under the following conditions:

- Each station should provide a separate and distinct program service for the community of license, comparable in length to at least the minimum required daily broadcast schedule for CPB-qualified stations.
- Each station should meet all other criteria for determining assistance eligibility.

Associated Stations

An associated station is one which primarily extends either the transmission capability or the program service capability of another station, or both. It may present programming originated by the primary station on a simultaneous or delayed basis and/or extend the hours of program service provided by the primary station. In both instances the associated station serves principally as an additional transmission facility.

In order to become eligible for CPB assistance an associated station operating in a community *separate* from its primary station must meet the following requirements:

- The station should produce and originate a significant and separate program service designed to serve the community of license.
- The station should meet all other criteria for determining assistance eligibility.

In order to become eligible for CPB assistance an associated station operating in the *same* community as its primary station must meet the following requirements:

- The station should provide a separate and distinct program service for the community of license, comparable in length to at least the minimum required daily broadcast schedule for CPB-qualified stations.
- The station should meet all other criteria for determining assistance eligibility.

When a station meets the above requirements and, hence, becomes eligible for CPB assistance it is no longer classified as an associated station.

General Exceptions to the CPB Policy for Assistance

- AM-FM stations and FM-FM stations operated by the same licensee in the same community may combine capabilities of both stations in order to qualify one of the stations.
- Any station which is restricted in its hours of operation by the terms of its license to less than the minimum required by the CPB policy, will be eligible for assistance if all other criteria are met.

To assist in the development of a dynamic public radio system, the Corporation for Public Broadcasting will gradually strengthen its support criteria to encouarge the establishment of full-time, public radio braodcasting services, operating 52 weeks per year, 7 days per week, 18 hours per day (holidays included) by 1976.

MINIMUM CRITERIA	1973	1974	1975	1976
STAFF:				
FULL-TIME	3	3	4	5
ON-THE-AIR SCHEDULE:				
WEEKS PER YEAR	52	52	52	52
DAYS PER WEEK	7	7	7	7
HOURS PER DAY	12	14	16	18

Major Radio Grant Projects

Community Service Grants (Qualified)
- Available to all CPB-qualified stations.
- Up to $15,000 per station.

Station Development Grants
- Competitive among applicants in communities presently without a CPB-qualified public radio station.
- Up to $25,000 per station 1st year.
- Up to $15,600 per station 2nd year.

Program Production Unit Grants
- Competitive among all CPB-qualified stations.
- From $50,000 to $200,000 per station.

National Public Radio
- CPB support enables NPR to provide programming and network services to public radio stations.

National Center for Audio Experimentation
- CPB support enables NCAE to conduct research and production projects designed to explore the potential of radio broadcasting.

CPB Qualification Procedures

Stations which meet the minimum requirements of the policy outlined in this booklet are eligible to apply for CPB qualification.

Stations presently under construction and wishing to utilize National Public Radio programming beginning with the station's inaugural broacast, are eligible for provisional qualification from CPB and provisional membership in NPR. Applicants must request provisional qualification no later than 45 days prior to the station's first broadcast.

APPENDIX E

COMMUNITY SERVICE GRANTS FOR TELEVISION

A. Definitions

(1) For the purposes of this grant criteria statement, a "station" shall be defined as an on-the-air (UHF and VHF) television station operating under a non-commercial educational license granted by the FCC.

- (a) Each station must have a staff headed by a manager or other chief executive officer who:
  - (1) has the responsibility and authority to determine when and what material shall be broadcast over the station; and
  - (2) has the responsibility and authority to administer disbursements under a budget authorized by the governing board of the licensee.
- (b) When more than one station is operated by one licensee, each such station, in addition to the above, must be headed by a manager or other chief executive officer who reports directly to the governing board of the licensee.

(2) "Income" shall be defined as total income received during the designated fiscal year, including the fair market value of "gifts in kind", but such income shall not include funds received from the Corporation for Public Broadcasting or from the Educational Broadcasting Facilities Program.

B. Criteria

To be eligible to receive a television Community Service Grant, every station (as defined in A above):

- (1) must demonstrate that during the fiscal year on which computation for the Community Service Grant is based:
  - (a) its income (as defined) was in excess of $150,000; and
  - (b) that it had available studio and production facilities and had regularly produced and broadcast locally-originated programming.
- (2) In addition, all stations on the air as of July 1, 1973, must:
  - (a) during fiscal 1974 (July 1, 1973 through June 30, 1974), broadcast a minimum schedule of six days per week, fifty-two weeks per year, for a total of not less than 2,500 hours; and
  - (b) during fiscal 1975 (July 1, 1974 through June 30, 1975) and in all succeeding years, broadcast on a schedule of seven days per week, fifty-two weeks per year, for a total of not less than 3,000 hours.
- (3) Each station beginning on-air service after the adoption of these criteria, or June 30, 1973, (whichever is earlier) must:
  - (a) meet the following operational requirements:
    - (1) during its first full year of on-air operation commencing on the July 1st immediately following issuance of Program Test Authority, broadcast on a minimum schedule of six days per week, fifty-two weeks per year, for a total of at least 2,500 hours; and
    - (2) during its second such full year of operation and in all succeeding years, broadcast on a schedule of seven days per week, fifty-two weeks per year, for a total of at least 3,000 hours.

(b) clearly show that its signal will result in the addition of substantial currently unreached population *if its broadcast coverage duplicates, in whole or in part, that of an existing educational television broadcast station,* which receives a Community Service Grant. This proviso is to remain in effect until the purposes of Section 396 (a) (5) of the Public Broadcasting Act of 1967 have been satisfied, which states, "that it is necessary and appropriate for the Federal Government to complement, assist, and support a national policy that will most effectively make noncommercial educational radio and television service available to all the citizens of the United States."

C. Special Provisions

(1) Each station must maintain fiscal books and records in accordance with generally accepted accounting principles, and document is eligibility to meet the above criteria by submitting a Community Service Grant application, and must complete the CPB Annual Television Survey by the deadlines to be specified by the CPB.
In cases where more than one station under a common license submits separate grant applications, the data contained in the individual applications must correspond to the data contained in the annual survey reported by the licensee. No grant payments will be made to any station until *all* of its required applications and surveys have been audited and approved.
(2) Until the year in which the CPB Annual Television Survey for fiscal 1975 activities (see B 2b) is used as the base for Community Service Grant computation, each licensee which received a Community Service Grant in fiscal 1972 will continue to be eligible for an annual Community Service Grant, without respect to the foregoing criteria (Section B).
(3) Local circumstnaces may prevent a station from holding to the minimum criteria during any fiscal year, and the station is encouraged to submit documentation of such circumstances. CPB will treat each such case on an ad hoc basis.
(4) To encourage and assist stations in reaching the minimum criteria for regular Community Service Grants (defined above), the Corporation may establish additional separate grant procedures and funds.

APPENDIX F

BRIEF DESCRIPTIONS OF FEDERAL FUNDING SOURCES CONSIDERED

As can be seen from the preceding documentation, the financing of public broadcasting will continue to be one of its major problems. State and local governments are already stretched to the limit of their ability to support public broadcasting, and private contributions are unlikely to rise to significantly higher levels than those attained in the past. Indeed, there are indications that the Ford Foundation will shortly terminate its generous support to the system.

Discussions of improved financing and studies of specific plans have been many. They include:

Dedicated Excise Tax on Sale of Radio and TV Receivers

This concept was first recommended by the Carnegie Commission. The tax would be imposed at the manufacturer level on domestic products and on the importer of foreign-made sets. (Such a tax was in effect, at the rate of 10 percent, from 1950 until 1965 for general revenue purposes.)

The products subject to the tax would be broadened to include receiving equipment that would be used in connection with emerging cable and cassette technologies.

The linkage is good between those who receive public programs and those who pay the tax. The plan would be easy to administer.

Earlier studies indicated that the amount of funds required for public broadcasting would be produced by a 3 percent tax. If a 3 percent tax had been in effect in 1968, it would have produced $107 million. If the volume trend prior to 1968 continued until 1975, a 3 percent tax would produce $173 million in 1975.

The stability of the amount and the capacity for increases is, however, uncertain. Uncertainty is caused by the nature of the market and its ability to absorb new color television sets at the rate experienced in recent years, the increasing proportion of sales of imported sets at lower unit prices, and the impact of new technologies.

It has been said that people will not benefit from the broadcasts in proportion to the amount they spend on receiving sets and further that such a tax would be regressive because low-income families may spend a higher proportion of their total income on receivers than high-income families. The two points tend to be contradictory. To the extent higher-income families purchase new sets more often and pay more per set the difference in the proportion of income so used by high and low-income families is reduced. In any event, the degree of regressivity would be slight.

A legislative proposal for such a tax was made in 1969 by the Corporation for Public Broadcasting, but was rejected by the Executive branch.

Tax on Commercial Radio and TV Station Gross Revenues, Net Revenue or Advertising Revenue

Whether or not a tax is imposed on gross or net revenues, or specifically on advertising revenues, the advantages and disadvantages are generally the same.

Stations paying any one of the types of taxes indicated would tend to pass the cost on to others through higher prices, particularly higher charges for advertising time. Advertisers in turn would pass these costs on to the ultimate consumer. Those who paid these increased costs would not be directly related to those who benefit from the public broadcasting service.

Based on 1970 data, a 3 percent tax imposed on gross revenues or advertising revenue would provide $116 million and $139 million, respectively.

Not all commercial broadcasting stations are profitable, however. Consequently, such a tax would impose an inequitable burden on marginal or non-profitable operations. Such a tax would also impose added difficulties on organizations attempting to put new stations on the air. A tax on net revenue would avoid this inequity. However, the tax on net revenue would have to be 15 percent in order to produce about $100 million.

Changes over time in the profitability of commercial broadcasting and the potential impact of new technologies raises questions as to the stability and the capability of increases over time if the financing of public broadcasting was based on such a tax.

Tax on CATV Subscription Revenues or Net Revenues

A 5 percent tax on subscription revenue has been proposed by the FCC with the proceeds to be applied to support of public broadcasting. The Corporation, responding to requests for comment from the FCC, has supported the concept, but has recommended that the proceeds be dedicated to the planning and development of public programs for cable transmission and for the production of programs for cable operations.

A 5 percent tax would not now or in the foreseeable future yield adequate funds. Based on 1970 data, such a tax would provide a $13.5 million at present. Estimates indicate the proceeds would increase to about $70 million by 1980.

This proposal could, however, be considered in combination with other concepts. It could be a part of a package solution or added in a later year.

Charge for Access to the Broadcast Spectrum

Private operators normally pay when they use public lands or other property. In the same way broadcasters could be charged for their use of the limited frequency spectrum.

In order to provide $90 million annually, each radio and television station would be required to pay an average of $18,000 a year.

If, because of the difference in profitability of radio and television stations, television stations were expected to pay half of the minimum total, each station would be required to pay an average of $66,000 while each radio station would pay an average of $10,152.

These costs to the station would tend to be recovered in the same way that the tax on revenue or advertising would be recovered.

Set-Aside of Portion of Income Taxes Paid by Commercial Radio and TV Stations and CATV Operators

This concept assumes that, out of the taxes already being paid by commercial radio and television stations and CATV operators, an appropriate amount would be earmarked for use by public broadcasting. In order to provide about $100 million, 70 percent of the taxes actually paid in 1970 would have to be dedicated to this purpose.

The earmarking of general tax revenue for specific purposes is likely to be strongly opposed by those in government concerned with fiscal policy. The use of general funds for support of public broadcasting is entirely appropriate, however, since those funds are produced on an equitable basis from the public as a whole and public broadcasting tends to benefit the public.

Dedicated Excise Tax on Residential Electric or Telephone Bills

Practically all residential users of electricity own radio and television sets. The monthly electric bill offers a means of collecting a "user charge" from the beneficiaries of public broadcasting.

A charge of $0.15 per month (1.44 percent of the average monthly residential bill) would produce $120 million based on 1970 data. Growth in residential use of electricity has continued strongly in recent years so that by 1975 it is estimated that a $0.15 charge per month would yield $114 million.

Relatively few electric utilities now serve the whole country, with a single utility company operating in each community on an exclusive basis. The structure provides a relatively simple administrative framework.

Application of the tax could be refined to exempt states, counties, or even communities not capable of receiving public programs.

Even though electric utilities enjoy a public franchise, they can be expected to object to the imposition of the administrative burden and cost of handling this tax. In addition, the imposition of extra cost to electric consumers (1.4 percent for example) would be viewed as disadvantageous by electric companies with respect to gas competition for cooking, air conditioning, clothes drying, and home heating appliances.

This kind of competition in the home (electricity vs. gas) is not present in the case of telephone service. More households have television (95 percent) than have telephone (90 percent). The likelihood that a telephone user has a television set is very great.

A charge of $0.15 per month on the residential telephone bill would produce approximately $100 million at present and would increase in future years, assuming contribution of recent trends.

General Tax Revenues Based on a Statutory Formula and Legislated on either a Permanent or Multi-Year Authorization and Appropriations Basis

A case may be made that public broadcasting benefits the public, and, therefore, the cost should be paid out of general tax funds.

All citizens benefit if the quality of society improves. Very nearly all families own receiving sets and are potentially the direct beneficiaries of public broadcasts. Within this very large inner group, the 74 percent of families who can receive public signals constitutes a group capable of benefiting even more directly.

The tax system that produces the revenue in the general fund is intended to distribute the cost of activities in the public interest in a way that is economically and socially equitable. Financing public broadcasting, which serves the broad public interest, by this mechanism therefore seems appropriate.

Usually funds in the general fund are spent pursuant to annual appropriations. This annual process, because of its timing, uncertainty, and political character, fails to satisfy the requirements for financing public broadcasting.

Permanent appropriations--or at the very least a multi-year appropriation--from the general funds would overcome this difficulty. The cost would be imposed on the public in accordance with the government's fiscal and social policy, and the independence of the public broadcasting system would not be impaired by an annual political process subject to random and extraneous factors.

Proceeds from Profits of Operating a Domestic Satellite System

This proposal, originally made by the Ford Foundation, would establish a non-profit organization to operate a domestic satellite system with the profits (or a major part of the profits) dedicated to financing public broadcasting.

The users of the satellite system would seemingly be the present communications carriers and perhaps the broadcast networks as direct customers. Those users by their payments would produce the profits for the satellite operator. The customers for the satellite services would recover their costs by the prices they charge to their customers.

The amount of the contribution provided by this proposal has been estimated as $20 million–not enough by itself to provide the financing needed for public broadcasting. However, it could be considered as a supplement to other means of financing.

It should be noted that the "open skies" policy presently being pursued assumes satellite services being provided by one or more commercial operators. For all practical purposes, this forecloses the "public dividend" concept advanced by the Ford Foundation.

"User Charge" to be Paid by Family Owning Radio or TV Set

At least 51 countries require users of radio or television sets, or both, to pay an annual licensee fee. One of the virtues of this approach is that it directly associates the person who pays the cost with the benefits produced by the payment.

After extensive study, it was concluded that the practical realities of political and public unacceptability, fortified by built-in problems of collection and enforcement, require that the concept should be rejected and that alternative solutions to financing public broadcasting should be pursued.

A Public Broadcasting Development Bank Financed by Bond Sales

The concept of a Public Broadcasting Development Bank partially financed by bond subscriptions to the public was considered by the Task Force in its earliest deliberations. It was felt that this approach might be applied, as one of several funding methods, to the financing of national programming, because it is necessary that all programming have long-term lead time and sustain a high degree of insulation from undue influence and control.

The source of funds for the Bank was proposed to be a combination of Federal appropriation, public securities sales guaranteed by the government, and various secondary income sources such as sale of program rights, interest on bank balances, and income from the Bank's investments. These funds would be used for loans and grants for the financing of national programming.

A complete study of this concept by the Task Force and discussions of the idea with individuals from the Treasury Department, OMB, and an investment banking firm reached the following conclusions:

1. Bonds could only be sold if they carried a Federal guarantee.
2. Public broadcasting at this time in its development has an inadequate asset and income base with which to pay interest and retire the bonds.
3. There would be substantial resistance in the Congress to a Federal guarantee where the asset and income base is as weak as it is at this time in the case of public broadcasting.
4. There would be very strong resistance to giving a guarantee for public broadcasting to borrow at low rates and then use the money to invest in high yield assets, and the income so earned would not be substantial enough to warrant the administrative costs.

The complexity of implementing such a plan and the uncertainty of the benefits to be derived from it led most of those who studied the Development Bank and bond sales concept to look in other directions for supplementary financing.

Loan Guarantee Proposal

As an alternative to the sale of bonds it was suggested that the Corporation could guarantee loans for station facilities (hardware) negotiated by the local stations with private lending institutions. While a loan guarantee program would not generate "new income" for the public television system, it was felt that the proposal would encourage more efficient and rational use of existing resources and would present no legal or legislative obstacles.

It was the conclusion of the Task Force that, due to the substantial capital needs projected in the Task Force requirements studies, the loan guarantee proposal would not supply sufficient funding for this vital area.

Revenue from Tax Concepts

		ESTIMATED REVENUE		
	Year	Annual Amount*	Annual Increase	Amount in 1975
		(Amounts in Millions)		
1. "User Charge"				
——viewed as not practicable				
2. Excise tax on sets				
3%	1968	$107.1	$10.5	$173.1
2%	1968	71.4	7.0	113.4
3. Tax on station gross revenue				
3%	1969	116.5	6.9	151.1
2%	1969	77.6	4.6	100.7
Tax on station net revenue				
20%	1969	131.0	8.2	$172.0
15%	1969	98.2	6.1	128.7
Tax on station advertising				
3%	1970	$139.0	8.5	181.8
2%	1970	$93.0	5.7	121.4
4. Tax on CATV subscriptions				
5%	1970	13.5	?	?
Tax on CATV net revenue				
——no data				
5. Charge for access to spectrum——				
$18,152 average for 4,958 stations		90.0		
or				
——$66,470 avg. for 677 TV stations		45.0		
——$10,512 avg. for 4,281 radio stations		45.0		
6. "Set aside" of taxes paid by				
commercial stations and CATV				
70% of taxes	1970	98.0	?	?
7. Tax on residential electric bills				
15 cents per month	1970	120.2		
(assume 5% increase)			6.0	144.0
Tax on residential telephone bill				
15 cents per month	1968	97.2		
(assumes 3 million households)			5.4	129.6

*"Annual amount" is Amount produced for the year shown.

APPENDIX G

PUBLIC TELEVISION STATIONS

ALABAMA

Alabama ETV Commission
Birmingham, Ala.
State Authority (Network)

ALASKA

KYUK Bethel Broadcasting, Inc.
Bethel, Alas.
Community

University of Alaska
Fairbanks, Alaska
University

ARIZONA

Bureau of Broadcasting
Tempe, Ariz.
University

KUAT-TV, Modern Languages Building
Tucson, Ariz.
University

ARKANSAS

Arkansas Edcational TV Commission
Conway, Ark.
State Borad of Education

CALIFORNIA

KOCE-TV
Huntington Beach, Calif.
College

KEET-TV, Redwood Empire ETV, Inc.
Eureka, Calif
Community

KCET-TV, Community TV Southern Calif.
Los Angeles, Calif.
Community

KIXE-TV, Northern Calif. ETV Assn., Inc.
Redding, Calif.
Community

KVIE-TV, Central California ETV
Sacramento, Calif.
Community

KVCR-TV
San Bernardino, Calif.
College

KPBS-TV, San Diego State College
San Diego, Calif.
College

Bay Area Educational Television Assn.
San Francisco, Calif.
Community

KTEH-TV
San Jose, Calif.
County School

KCSM-TV, San Mateo ComMunity Coll. Dist.
San Mateo, Calif.
College

COLORADO

KRMA-TV, Channel 6
Denver, Colo.
Municipal School

KTSC/Channel 8
Pueblo, Colo.
College

CONNECTICUT

Connecticut ETV Corporation
Hartford, Conn.
Community (as a State Network)

DISTRICT OF COLUMBIA

WETA-TV Greater Wash. Ed. Telecom. Assn.
Arlington, Va.
Community

FLORIDA

WUFT-TV, University of Florida
Gainesville, Fla.
University

WJCT—TV, Community Television, Inc.
Jacksonville, Fla.
Community

WPBT, Community TV FDN of So. Florida, Inc.
Miami, Fla.
Community

Dade County School Board
Miami, Fla.
County School Board

WMFE-TV, Florida Central E. Coast ETV, Inc.
Orlando, Fla.
Community

WSRE-TV
Pensacola, Fla.
College

Florida State University
Tallahassee, Fla.
University

WEDU-TV, Florida West Coast ETV, Inc.
Tampa, Fla.
Community

WUSF-TV, University of South Florida
Tampa, Fla.
University

GEORGIA

WGTV-TV, Center for Continuing Education
Athens, Ga.
University

WETV-TV
Atlanta, Ga.
Municipal School

Georgia ETV Network
Atlanta, Ga.
State Board of Ed (Network)

HAWAII

KHET-TV, University of Hawaii
Honolulu, Hawaii
University (as a State network)

IDAHO

KUID-TV, University of Idaho
Moscow, Idaho
University

KAID-TV, Boise State College
Boise, Idaho
College

KBGL-TV
Pocatello, Idaho
Universtiy

ILLINOIS

WSIU-TV, Communications Building
Carbondale, Ill.
University

WTTW Channel 11
Chicago, Ill.
Community

WTVP-TV, Ill. Valley Public Telecomm. Corp.
Peoria, Ill.
Community

WILL-TV University of Illinois
Urbana, Ill
University

INDIANA

WTIU, Indiana University
Bloomington, Ind.
University

WNIN-TV
Evansville, Ind.
School Corporation

WFYI-TV, Metropol Indianapolis TV Assn.
Indianapolis, Ind.
Community

WIPB Television
Muncie, Ind.
University

WCAE-TV, Lake Central School Corp.
St. John, Ind.
School District

WVUT-TV, Vincennes University
Vincennes, Ind.
University

IOWA

State Educational Radio & TV Facility Bd.
Des Moines, Iowa
State Authority

KANSAS

KTWU-TV, Washburn University of Topeka
Topeka, Kansas
University

KPTS-TV, The Sunflower ETV Corporation
Wichita, Kansas
Community

KENTUCKY

Kentucky Authority for Educational TV
Lexington, Ky.
State Authority (Network)

WKPC-TV
Louisville, Ky
County School

LOUISIANA

WYES-TV, Greater New Orleans ETV Fdn.
New Orleans, La.
Community

MAINE

WCBB-TV
Lewiston, Me.
Community

Maine Public Broadcating Network
Orono, Me.
University (as a State network)

MARYLAND

Maryland Center for Public Broadcasting
Owings Mills, Md.
State Authoirty (Network)

MASSACHUSETTS

WGBH Educational Founda.
Boston, Mass.
Community

MICHIGAN

WTVS, Detroit ETV Foundation
Detroit, Mich.
Community

WKAB-TV, Michigan State University
East Lansing, Mich.
University

Grand Valley State College
Allendale, Mich.
College

WNPB-TV Learning Resources Division
Marquette, Mich.
University

MCMU-TV
Mt. Pleasant, Mich.
University

WUCM-TV, Delta College
University Center, Mich.
College

MINNESOTA

KWCM-TV
Appleton, Minn.
Community

MISSOURI

KCPT
Kansas City, Mo.
Community

St. Louis Educational
TV Comm - KETC-TV
St. Louis, Mo.
Community

NEBRASKA

The Nebraska Edcuational
TV Commision
Lincoln, Neb.
State Authority (Network)

KUON-TV
Lincoln, Neb.
Univ. (with State network
affil.)

NEVADA

KLVX-TV
Las Vegas, Nev.
County School

NEW HAMPSHIRE

New Hampshire Network
Durham, N.H.
University (as a State
network)

WVIZ-TV, ETV Assn. of
Metropolitan Clevel.
Cleveland, Ohio
Community
Ohio State University
Columbus, Ohio
University

WGSF-TV
Newark, Ohio
Municipal School

Telecommunications Center
Oxford, Ohio
University

WGTE-TV, Greater Toledo
ETV Foundation
Toledo, Ohio
Community

NEW JERSEY

New Jersey Public Broadcasting Authority
State Authority (Network)

NEW MEXICO

University of New Mexico
Albuquerque, N.M.
University (& Municipal)

NEW YORK

WSKG-TV, Southern Tier
ETV Assn, Inc.
Endwell, N.Y.
Community

WNYE-TV
Brooklyn, N.Y.
Municipal School

WNED-TV, Western New
York ETV Assn., Inc.
Bufallo, N.Y.
Community

WLIW-TV, Long Island
ETV Council, Inc.
Garden City, N.Y.
Community

WNET(TV), Educational
Broadcasting Corp.
New York, N.Y.
Community

WNYC-TV, Municipal
Broadcasting System
New York, N.Y.
Municipal Authority

WXXI-TV, Rochester Area
ETV Assn, Inc.
Rochester, N.Y.
Community

WMHT-TV, Mohawk-Hudson
Council on ETV
Schenectady, N.Y.
Community

St. Lawrence Valley ETV
Council, Inc.
Watertown, N.Y.
Community

NORTH CAROLINA

University of North
Carolina
Chapel Hill, N.C.
University (as a State
network)

WTVI
Charlotte, N.C.
School District

NORTH DAKOTA

KFME-TV, North Central
ETV, Inc.
Fargo, N.D.
Community

OHIO

WOET-TV, Ohio ETV
Network Comm.
Columbus, Ohio
State Authority

WOUB-TV, Radio-TV Communication Bldg.
Athens, Ohio
University

WBGU-TV
Bowling Green, Ohio
University

WCET TV Greater Cincinnati TV Educ. Fdn.
Cincinnati, Ohio
Community

KAVT-TV, Austin Area
Voc-Tech School
Austin, Minn.
School District

WDSE-TV, Duluth-Superior
Area ETV Corp.
Duluth, Minn.
Community

KTCA/KTCI-TV, Twin City
Area ETV Corp.
St. Paul, Minn.
Community

MISSISSIPPI

Mississippi Authority
for ETV
Jackson, Miss.
State Authority (Network)

OKLAHOMA

The Oklahoma Educational TV Authority
Norman, Okla.
State Authority

KOKH-TV
Oklahoma City, Okla.
School District

OREGON

KOAC AM-TV, 303 Covell Hall
Corvallis, Ore.
State Board of Edcuation

KOAP FM-TV
Portland, Ore.
State Board of Education

PENNSYLVANIA

WLVT-TV, Lehigh Valley ETV Corp.
Behtlehem, Pa.
Community

WQLN-TV, ETV of Northwest, Pa., Inc.
Erie, Pa.
Community

WITE-TV, So. Central Educ. Broadcasting Council
Hershey, Pa.
Community

WHYY, Inc.
Philadephia, Pa.
Community

WQED-TV Metro Pittsburgh Pub Broadcasting, Inc.
Pittsburgh, Pa.
Community

WVIA-TV, Northeastern Pa ETV Assn.
Pittston, Pa.
Community

WPSX-TV, Pennsylvania State University
University Park, Pa.
University

RHODE ISLAND

WSBE-TV
Providence, R.I.
State Board of Regents

SOUTH CAROLINA

South Carolina ETV Commission
Columbia, S.C.
State Authority (Network)

SOUTH DAKOTA

KESD-TV, South Dakota State University
Brookings, S.D.
University

South Dakota ETV Board
Vermillion, S.D.
State Authority

KUSD-TV
Vermillion, S.D.
Univ. (wtih State network affil.)

TENNESSEE

WICI, Channel 45
Chattanooga, Tenn.
State Board of Education

WSJK-TV, Univ. of Tenn.
Knoxville, Tenn.
State Board of Education

WKNO-TV, Memphis Community TV Foundation
Memphis, Tenn.
Community

WDCN-TV
Nashville, Tenn.
Municipal School

TEXAS

KLRN-TV, Southwest Texas ETV Council
Austin, Texas
Community

KAMU-TV, Texas A&M University
College Station, Texas
University

KEDT-TV
Corpus Christi, Texas
Community

KERA-TV, Pub Communication Fdn. for N. Tex.
Dallas, Texas
Community

KUHT-TV
Houston, Texas
University

KNCT-TV, Central Texas College
Killeen, Texas
College

KTXT-TV, Texas Tech University
Lubbock, Texas
University

UTAH

KOET-TV
Ogden, Utah
Municipal School

KWCS-TV
Ogden, Utah
County School

KBYU-TV, Brigham Young University
Provo, Utah
University

KUED-TV, University of Utah
Salt Lake City, Utah
University

VERMONT

Vermont Educational Tel.
Winooski, Vt.
University (as a State network)

VIRGINIA

WNVT
Annandale, Va.
Community

WVPT-TV, Shenandoah Valley ETV Corp.
Harrisonburg, Va.
Community

WHRO-TV, Hampton Roads ETV Assn, Inc.
Norfolk, Va.
Municipal & County Schools

WCVE-TV, Central Virginia ETV
Richmond, Va.
Community

WBRA-TV, Blue Ridge ETV
Association, Inc.
Roanoke, Va.
Community

WASHINGTON

KPEC-TV
Tacoma/Lakewood Cen., Wash.
School District

KWSU-TV, Washington
State Universtiy
Pullman, Wash.
University

KCTS-TV, University of
Washington
Seattle, Wash.
University

KSPS-TV
Spokane, Wash.
Municipal School

KTPS-TV
Tacoma, Wash.
Muncipal School

KYVE-TV
Yakima, Wash.
Municipal School

WEST VIRGINIA

WSWP-TV
Beckley, W.Va.
State Authority

WMUL-TV, Telecommunications Center
Huntington, W.Va.
State Authority

WWVU-TV
Morgantown, W.Va.
University

WISCONSIN

Educational Communication Board
Madison, Wisc.
State Authortiy

WHA-TV, Univ. of Wisc.
7104 Vilas Hall
Madison, Wisc.
University

MWVS-TV
Milwaukee, Wisc.
College

AMERICAN SAMOA

KVZK-TV, Department of
Education
Pago Pago, American Samoa
Non-Domestic

GUAM

KGTF TV Guam Educational Telecomm. Comm.
Agana, Guam
Non-Domestic

PUERTO RICO

WIPR-TV
Hato Rey, P.R.
Non-Domestic

VIRGIN ISLANDS

WTJX-TV
St. Thomas, V.I.
Non-Domestic

APPENDIX H

CPB-QUALIFIED PUBLIC RADIO STATIONS

ALASKA

KUAC-FM
University of Alaska
Fairbanks, Alas.
University

ARIZONA

KMCR-FM
Maricopa County Community Colleges
Phoenix, Ariz.
College

KUAT-AM, University of Arizona
Arizona Board of Regents for U. of Ariz.
Tucson, Ariz.
University

KAWC, Arizona Western College
Arizona Western College
Yuma, Ariz.
University

ARKANSAS

KASU
Arkansas State University
State University, Ark.
University

CALIFORNIA

KPFA
Pacifica Foundation, Inc
Berkeley, Cal.
Community

Radio Klon
Bd. of Ed., Long Beach Unified School Dist.
Long Beach, Cal.
Municipal School

KPFK-FM
Pacifica Foundation
North Hollywood, Cal.
Community

KUSC(FM) Univ. of S.C.
University of Southern California
Los Angeles, Cal.
University

San Bernardino Valley College
San Bernardino Community College Dist.
San Bernardino, Cal.
University

Radio-TV-Film Dept., Cal. St. Univ.
California State University
Northridge, Cal.
University

KPBS-FM
State of Cal. for San Diego St. College
San Diego, Cal.
College

KALW Radio
San Francisco Unified School District
San Francisco, Cal.
Community

KQED-FM
Bay Area Educational Television Assn.
San Francisco, Cal.
Community

KCSM-FM
San Mateo Junior College District
San Mateo, Cal.
College

KCRW-FM
Santa Monica Unified School District
Santa Monica, Cal.
Municipal School

KUOP-FM, University of the Pacific
University of the Pacific
Stockton, Cal.
University

COLORADO

University of Northern Colorado
Assoc. Students of Univ. of Northern Colo.
Greeley, Colo.
University

DISTRICT OF COLUMBIA

WAMU-FM, The Broadcast Center
The American University
Washington, D.C.
University

WETA-FM
Greater Wash. Educ. Tele-Comm. Assoc., Inc.
Arlington, Va.
Community

FLORIDA

WHRS-FM
The School Board of Palm Beach Co., Fla.
Boynton Beach, Fla.
County School

Community Television
Community Television, Inc.
Jacksonville, Fla.
Community

WFSU-FM
Bd. of Regents of Fla. for Fla. State Univ.
Tallahassee, Fla.
University

WUSF (FM)
University of South Florida
Tampa, Fla.
University

GEORGIA

WABE-FM
Board of Ed. of the City of Atlanta
Atlanta, Ga.
Municipal School

ILLINOIS

WSIU (FM), Broadcasting Service
Bd. of Trustees, Southern Illinois Univ.
Carbondale, Ill.
University

WNIU-FM
Bd. of Regents for Use of No. Ill. Univ.
DeKalb, Ill.
University

WSIE, Broadcasting Services
Bd. of Trustees, Southern Illinois Univ.
Edwardsville, Ill.
Universtiy

WLCC Radio
Lincoln Christian College
Lincoln, Ill.
Universtity

WILL-AM
University of Illinois Board of Trustees
Urbana, Ill.
University

INDIANA

WFIU
Trustees of Indiana University
Bloomington, Ind.
University

CTR for Instruc. Radio & TV
Indianapolis Brd. of School Commissioners
Indianapolis, Ind.
Municipal School

WBAA
Purdue University
West Lafayette, Ind.
University

IOWA

WOI-FM
Iowa State U. of Science & Technology
Ames, Iowa
University

WSUI-AM, University of Iowa
Board of Regents, University of Iowa
Iowa City, Iowa
University

KANSAS

KANU-FM
University of Kansas
Lawrence, Kans.
University

KSAC Radio Station
Kans. State U. of Agric. & Applied Science
Manhattan, Kans.
University

KMUW Radio
Wichita State University
Wichita, Kans.
University

KENTUCKY

WBKY, Room 340 McVey Hall
Board of Trustees, University of Ky.
Lexington, Ky.
University

WFPK (FM), Louisville Free Pub. Library
Louisville Free Public Library
Louisville, Ky.
Municipal Library

WFPL/WFPK-FM Louisville Free Pub. Library
Louisville Free Public Library
Louisville, Ky.
Municipal Library

WMKY
Morehead State University
Morehead, Ky.
University

WKMS-FM, Wilson Hall
Murray State University
Murray, Ky.
University

WEKU-FM, Div. of Instructional Services
Board of Regents - Eastern Ky. University
Richmond, Ky.
University

LOUISIANA

WWNO-FM, LSUNO
Brd. of Supervisors, LSU & A&M Coll.
New Orleans, La.
University

MAINE

WMEH FM Maine Public Broadcast-Network
University of Maine
Orono, Maine
University

MARYLAND

WBJC-FM
Community College of Baltimore
Baltimore, Md.
College

MASSACHUSETTS

WFCR-FM
The Trustees, The Univ. Of Massachusetts
Amherst, Mass.
University

WBUR
Trustees of Boston University
Boston, Mass.
University

WGBH-FM
WGBH Educational Fdn.
Boston, Mass.
Community

WICN(FM), Box 9-4
Mount Saint James Station
Worcester, Mass.
Community

MICHIGAN

WUOM, THe University
of Michigan
The Bd. of Regents of the
Univ. of Mich.
Ann Arbor, Mich.
University

WAUS
Andrews Broadcasting
Corporation
Berrien Springs, Mich.
University

WDET-FM
Wayne State University
Detroit, Mich.
University

WKAR-AM
Board of Trustees of
Michigan State Univ.
East Lansing, Mich.
University

WKAR-FM
Board of Trustees of
Michigan State Univ.
East Lansing, Mich.
University

WFBE
Flint Board of Education
Flint, Mich.
Municipal School

WGGL-FM
Michigan Technological
University
Houghton, Mich.
University

WIAA
The National Music Camp
Interlochen, Mich.
Arts Academy

WMUK, Maybee Music
Building
Western Michigan University
Kalamazoo, Mich.
University

WNMR-FM, Learning Resources
Board of Control of
Northern Mich. Univ.
Marquette, Mich.
University

MINNESOTA

KSJR
Minnesota Educational
Radio, Inc. (KSJR)
Collegeville, Minn.
Community

KSJN
Minnesota Educational
Radio Inc. (KSJN)
Saint Paul, Minn.
Community

KUOM-AM, Dept. of Radio
& Television
University of Minnesota
Minneapolis, Minn.
University

WCAL FM
St. Olaf College
Northfield, Minn.
College

MISSISSIPPI

Northwest Junior College
Northwest Mississippi
Junior College
Senatobia, Miss.
College

MISSOURI

KBFL
School District R-1
Dallas County
Buffalo, Mo.
County School

KBIA-FM
The Curators of the Univ.
of Missouri
Columbia, Mo.
University

KCUR-FM
The Curators of the Univ.
of Missouri
Kansas City, Mo.
University

KXCV, Box 44
Board of Regents, N.W.
Mo. State Univ.
Maryville, Mo.
University

KSOZ
The School of the Ozarks
Pt. Lookout, Mo.
College

KWMU(FM), Univ. of
Missouri
University of Missouri
St. Louis, Mo.
University

KCMW-FM
Bd. of Regents, Central
Mo. State Univ.
Warrensburg, Mo.
University

NEBRASKA

KIOS-FM, Omaha Public
Schools, Central HS
The School District of
the City of Omaha
Omaha, Neb.
Municipal School

NEW MEXICO

KRWG-FM, Center for
Brdctg. & Intl. Commun.
Regents of New Mexico
State University
Las Cruces, N.M.
University

KTDB(FM) Ramah Navajo
Sch. Bd., Inc.
Ramah Navajo School Bd.
Inc.
Ramah, N.M.
County School

NEW YORK

WAMC, Albany Medical College
Albany Medical College of Union Univ.
Albany, N.Y.
College

WBFO-FM
State University of New York
Buffalo, N.Y.
University

WSLU-FM
St. Lawrence University
Canton, N.Y.
University

WCNY-FM
ETV Council of Central New York, Inc.
Liverpool, N.Y.
Community

WNYC - Municipal Bldg.
City of N.Y. Municipal Broadcstg. System
New York, N.Y.
Municipal Authority

WNYC-FM, Municipal Bldg.
City of N.Y. Municipal
Broadcasting System
New York, N.Y.
Municipal Authority

WMHT-FM
Mohawk-Hudson Council on Educ. TV
Schenectady, N.Y.
Community

NORTH CAROLINA

WAFR-FM
Community Radio Workshop, Inc.
Durham, N.C.
Community

WFDD-FM
Wake Forest University
Winston-Salem, N.C.
University

NORTH DAKOTA

KDSU, Ceres Hall - University Station
North Dakota State University
Fargo, N.D.
University

KFJM, Dept. of Speech
The University of North Dakota
Grand Forks, N.D.
University

OHIO

WOUB-AM, Radio-TV Communications Bldg.
Ohio University
Athens, Ohio
University

WOUB-FM, Radio-TV Communication Bldg.
Ohio University
Athens, Ohio
University

WBGU Radio
Bowling Green State University
Bowling Green, Ohio
University

WGUC-110 Emery Hall
Board of Directors - Univ. of Cincinnati
Cincinnati, Ohio
University

WCBE
Bd. of Ed. of City Sch. Dist. of Columbus, Ohio
Columbus, Ohio
Municipal School

WOSU-AM, Telecommunications Center
The Ohio State University
Columbus, Ohio
University

WOSU-FM, Telecommunications Center
The Ohio State University
Columbus, Ohio
University

WMUB-FM, Telecomm. Center
Trustees of Miami University
Oxford, Ohio
University

WCSU-FM, Jenkins Hall
Central State University
Wilberforce, Ohio
University

WYSU, Youngstown State University
Youngstown State University
Youngstown, Ohio
University

OKLAHOMA

Communications Building
Radio/TV Servs. OSU of Agri. & App. Science
Stillwater, Okla.
University

OREGON

KOAC-AM, Oregon State University
Oregon State Board of Higher Education
Corvallis, Ore.
State Board of Education

KWAX-FM, Division of Broadcast Services
Oregon State Board of Higher Education
Eugene, Ore.
State Board of Education

KLCC-FM, Lane Community College
Lane Community College
Eugene, Or.
College

KBOO (FM)
Jack Straw Memorial Foundation
Portland, Ore
Community

KBPS-AM
Benson Polytechnic Sch. Portland Pub. Schs.
Portland, Ore.
Municipal School

KOAP-FM
Oregon State Board of Higher Education
Portland, Ore.
State Board of Education

PENNSYLVANIA

WITF-FM
South Central Educ. Broadcasting Council
Hershey, Pa.
Community

WUHY-FM
WHYY, Inc.
Philadelphia, Pa.
Community

Radio Station WDUQ
Administrative Council of Duquesne Univ.
Pittsburgh, Pa.
University

SOUTH CAROLINA

WEPR (FM), S.C. Educ. Radio Network
South Carolina Educational Radio Network
Columbia, S.C.
State Authority (Network)

SOUTH DAKOTA

KUSD-AM
University of South Dakota
Vermillion, S.D.
University

TENNESSEE

WSMC-FM
Southern Missionary College
Collegedale, Tenn.
College

WUOT, 232 Communic. & Extension Building
The University of Tenn.
Knoxville, Tenn.
University

WKNO-TV/FM
Memphis Community Television Foundation
Memphis, Tenn.
Community

WMOT-FM
Middle Tennessee State University
Murfreesboro, Tenn.
University

WPLN
Metro. Govt. of Nashville & Davidson Co.
Nashville, Tenn.

TEXAS

KUT-FM
The University of Texas
Austin, Tex.
University

KVTT
Elkins Educ. Research Foundation, Inc.
Dallas, Tex.
Community

The Univ. of Texas at El Paso
El Paso, Tex.
University

KPFT(FM)
Pacifica Foundation, Inc.
Houston, Tex.
Community

Central Texas College
Central Texas College
Killeen, Tex.
College

UTAH

KUSU-FM, Utah State Univ.
Utah State University
Logan, Utah
University

KBYU-FM, Brigham Young University
Brigham Young Univeristy
Provo, Utah
University

University of Utah
University of Utah
Salt Lake City, Utah
University

VIRGINIA

WRFK-FM, Union Theological Seminary
Union Theological Seminary in Virginia
Richmond, Va.
Seminary

WASHINGTON

KWSU Murrow Communications Center
Washington State University
Pullman, Wash.
University

KRAB
Jack Straw Memorial Foundation
Seattle, Wash.
Community

KUOW, University of Washington
The University of Washington
Seattle, Wash.
University

KTOY-FM
Tacoma School District No. 10
Tacoma, Wash.
School District

WEST VIRGINIA

WVWC-(FK), W.Va. Wesleyan College
Bd. of Trustees, West Va. Wesleyan College
Buckhannon, W.Va.
College

WISCONSIN

WLSU-FM, Univ. of Wisc.-LaCrosse
Bd. of Regents, Univ. of Wisc. System
LaCrosse, Wisc.
University

WHA-AM, Vilas Comm. Hall
The Regents of the Univ. of Wisc. System
Madison, Wisc.
University

WUWM, Dept. of Mass Communications-Radio
The Regents of the Univ. of Wisc. System
Milwaukee, Wisc.
University

PUERTO RICO

WIPR-AM & FM
Secty. of Education
Comm. of Puerto Rico
Hato Rey, P.R.
Non-Domestic.

The following public radio stations received CPB qualification after July 1, 1972.

ALASKA

KYUK-AM
Bethel Broadcasting, Inc.
Bethel, Alas.
Community

ILLINOIS

WBEZ-FM
Board of Education
Chicago, Ill.
School

IOWA

KHKE-FM
Univ. of Northern Iowa
Cedar Falls, Iowa
University

MARYLAND

WGTS-FM
Columbia Union College
Takoma Park, Md.
University

MICHIGAN

WCMV-FM
Central Michigan Univ.
Mt. Pleasant, Mich.
University

MINNESOTA

KCCM-FM
Minn. Educational Radio, Inc.
Moorhead, Minn.
Community

NEW YORK

WRVO-FM
State University College
Oswego, N.Y.
University

OHIO

WKSU-FM
Kent State University
Kent, Ohio
University

WYSO-FM
Antioch College
Yellow Springs, Ohio
University

PENNSYLVANIA

WQLN-FM
Pub. Broadcasting of Northwest Pa., Inc.
Erie, Pa.
Community

WQED-FM
Met. Pittsburgh Pub. Broadcasting
Pittsburgh, Pa.
Community

WVIA-FM
Northeastern Pa. Ed. TV Assoc.
Pittston, Pa.
Community

SOUTH DAKOTA

KESD-FM
So. Dakota State Univ.
Brookings, S.D.
University

VIRGINIA

WTGM-FM
Virginia Cultural Foundation
Norfolk, Va.
Community

WVWR-FM
Virginia Western Comm. College
Roanoke, Va.
University

APPENDIX II

A JOINT RESOLUTION OF THE CORPORATION FOR PUBLIC BROADCASTING AND THE PUBLIC BROADCASTING SERVICE

May 31, 1973.

Resolved, by the Boards of the Corporation for Public Broadcasting and the Public Broadcasting Service, that;

In order to effect a vigorous partnership in behalf of the independence and diversity of public television and to improve the excellence of its programs;

To enhance the development, passage by Congress, and approval by the Executive branch of a long-range financing program that would remove public broadcasting from the political hazards of annual authorizations and appropriations;

To further strengthen the autonomy and independence of local public television stations; and

To reaffirm that public affairs programs are an essential responsibility of public broadcasting,

The Boards of the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS) do hereby jointly adopt the following agreement:

1. CPB will, in consultation with PBS, other interested parties, and the public, decide all CPB funded programs through a CPB program department. The consultation prior to CPB's decision is vital so that the CPB programing department will understand what the licensees' needs are and thus avoid any possibility that CPB will fund programs that the licensees do not want. By such a consultation, well in advance of CPB program decisions, time and vitally needed dollars can be saved and the public can be best served. In the event that the PBS program department dissents from any particular program decision of the CPB program department, the PBS program department may appeal to the chief executives of CPB and PBS. Should these executives fail to agree, final appeal may be made to the respective chairmen of the two organizations whose joint decision will be final.

2. All non-CPB funded programs, accepted under PBS Broadcast Journalism Standards and normal PBS procedures, will have access to the interconnection.

3. Should there be any conflict of opinion as to balance and objectivity of any programs, regardless of the source of funding, either group can appeal to a monitoring committee consisting of three CBS trustees and three PBS trustees. It will take four votes of this committee to bar a program's access to the interconnection.

4. PBS, on behalf of the stations, will prepare a draft schedule of programs for interconnection. The draft schedule will be for one year divided into four quarters. It will be resubmitted each quarter for the ensuing four quarters. To preserve the mutual interests of both CPB and PBS, CPB will be advised and consulted in the development of the draft schedule, and when each such four quarter schedule is completed, it shall be submitted for approval of CPB. In the event that the CPB program department does not agree to the draft schedule, it may appeal to the chief executives of CPB and PBS. Should these executives fail to agree, the issue shall be presented for final decision to the board chairmen of CPB and PBS. Should they fail to agree, they shall choose a third person to whom the issue will be presented and whose decision shall be final. Emergency scheduling decisions will be made in accordance with procedures approved by the chairmen of the CPB and PBS boards. In any event, the draft and final schedules shall reflect the arrangement of programs for interconnection service to stations, and shall not be regarded as a schedule of programs for broadcast by the stations.

5. There is hereby established a Partnership Review Committee consisting of an equal number of trustees of CPB and PBS. Such committee shall assess the working of the partnership on a regular basis with formal meetings to be held not less than four times per year. For a five-year period beginning with the adoption of this joint resolution, this committee will be charged with the responsibility of making recommendations to the boards for any modifications which they may deem desirable.

6. CPB and PBS will formalize an annual contract for the physical operation of the interconnection not later than August 31, 1973. Physical operation of the interconnection will be by PBS and will be funded by CPB. Any dispute as to the terms of the contract will be resolved by the chairmen of CPB and PBS no later than September 30, 1973. CPB will continue to finance PBS activities as it has in the past until September 30, 1973. Following that date, PBS will

finance its own activities, receiving from CPB only the funds necessary for the physical interconnection services which it will render under the contract.

7. CPB and PBS hereby agree that CPB will provide the mutually desired bedrock of localism by unrestricted grants to the public television stations, under a formula accepted by CPB and PBS, aggregating annually not less than 30% at a $45 million level, increasing, proportionately to: 40% at a $60 million level, 45% at a $70 million level and 50% at an $80 million level. CPB and PBS will express this commitment to the Congress in connection with the pending legislation.

Mr. MACDONALD. Thank you very much, Mr. Benjamin.

At the outset, I would like to tell you that I appreciate your being here this morning, because when we last discussed when these hearings would be held, you had indicated a preference for a later time. And I was perfectly willing to go along, and, also, not just for your sake, but to see what progress the overview hearings had made.

But next week, this committee is in full markup, and we had to have you this week, and I personally appreciate your giving up the trip you had contemplated in order to be here.

Mr. BENJAMIN. My partner understands, Mr. Chairman.

Mr. MACDONALD. Sometimes the exigencies of politics, if you want to call them politics, cannot be foreseen. I appreciate your statement very much. Most of it I, of course, agree with, and there are parts that give me some pause.

You start on page 2, saying, "You get closer and closer to the people." You state, "We have put a great deal more effort and more money into finding out exactly who all of the people of the United States are in terms of their needs for public broadcasting service, how we are serving them," and so forth and that the problems that were raised—and I know I raised them, and I think other members of the subcommittee did, too—about minority hiring and minority programing and so forth, which were going to be given sound attention.

For a few pages, you go on talking, and you did make a very eloquent statement, but I do not see many exemplified clauses in it. I don't mean this in any sarcastic way, the pious phrases about what you are doing. You are making dramatic progress, more responsive and so forth and so forth, but, like how? This is what I would like to know.

Mr. BENJAMIN. Mr. Chairman, first, the progress that has been in the realm of policy, where our progress is exceedingly good. We can never be content with the amount of progress for a long time to come in the implementation of the policy.

We have had a policy statement on minority programing and on minority employment, and we have striven to make contributions toward employment of minorities in collaboration with local stations. But we have only placed some 65 persons in that plan, in training and in hopeful promotion in status. But that is not any reflection on our wishes or motives or desires. It reflects our desires by not having a ceiling on implementation of our wishes and goals we can only promise to try harder. It remains a high priority.

Mr. MACDONALD. I am not being sarcastic—and I hope you don't take my remarks unkindly, but it reminds me of the musical "Promises, Promises." You have not taken much action—even on the hiring item.

Mr. Loomis was kind enough to follow through with what he said he would at the oversight hearings with minority hiring and so forth, and it seems to me to be still very small. As a matter of fact, if I remember correctly, there were no women hired. Am I correct in looking at that figure, Mr. Loomis?

Mr. LOOMIS. It is true, there were zero women at the officer and executive level in the Corporation, that is correct. The figure is 6.7 percent minority at that level, but taking all professionals, including the highest levels, we have 32 percent women.

Mr. MACDONALD. How would you break down "professionals" in that?

Mr. LOOMIS. The Corporation has 12 grade levels. Grade 1 being the lowest, and number 12 being the top.

There are five offices above that. We have interpreted officer and executive as the five officers and those in the top two grades, grades 11 and 12.

Professional is grades 5 through 10. Now, those are somewhat arbitrary decisions. But based on salary, they seemed reasonable.

Our total overall percentage for the Corporation is 24 percent minority and 50.5 percent women.

Mr. MACDONALD. To get back to your use of the word "professional." Here on the Hill, I think, people get overpaid sometimes. But I know some administrative assistants, women, whose salaries rank high, but they are not really professionals.

Now, I wondered if the same thing held true in your figures? I mean, someone could be a good secretary and get a good salary and, therefore, qualify as a grade 10 or 11 or something and still not be in the professional area.

Mr. LOOMIS. In our judgment, this was a realistic division. I should say, "professional and technical," because we have people that are in the computer business, who are technically professional, if you know what I mean, as compared to program people in substantive programing. We think this is a fair and accurate breakdown.

For example, of our total staff of 95, by our definition, 57 of those are professional and technical, including the officers, and 42 are clerical. So that it is slightly more than 50 percent that we say are professionals, and in our business, we do not have large staffs running computers or large staffs doing accounts and that sort of thing. We are not the kind of office that has large clerical staffs.

Mr. MACDONALD. So, your professional and technical people could theoretically go to work in the professions at another station and not be stenographers or aides or that sort of thing?

Mr. LOOMIS. That is correct.

Mr. MACDONALD. They could perform skillfully adequate professional employment if it ever was incumbent upon them to leave your employment?

Mr. LOOMIS. Yes; some could direct television programs. Some are now employed as auditors that are out visiting the stations to audit, as we were required to by law, and that kind of function.

Mr. MACDONALD. Well, I could pursue it a greater length, but I do not intend to at this time. I hope you are still working on a plan that you indicated you would at the overview hearings. And, as you know about the schedule set up now, which is subject to change—but as it is set up now, you will be the leadoff witness. And you will be the windup witness, as well, after we hear from everybody and we will get your position.

This time we will see you after the other people are heard from.

Mr. LOOMIS. Yes, sir.

Mr. MACDONALD. The other thing that puzzles me a bit, Mr. Benjamin, was, after the—as they say—verbal approval of mixing with the folks, so to speak, you then, as you wind up your statement, say you don't feel that the corporation should be a sounding board to undertake certain regulatory activities, which, I guess, minority hiring and minority programing might be, because it is, as you point out forcefully in your language—you are not a Government agency, you are a private, nonprofit corporation and you also say your grants and contracts are not Government grants and contracts and you must not be encumbered with provisions that require you to undertake regulatory activities that can and are directed against the grantees by one or more of the Federal agencies. To be perfectly frank, I don't see it that way.

Mr. BENJAMIN. I don't want to quarrel over semantics, but we ought to take certain considerations into account. At the end of my statement I was alluding to the need to avoid being an investigative body that examines and regulates compliance or noncompliance.

Whether or not somebody violates the Equal Opportunities Act is hardly a matter that the corporation can or should decide. And if it undertakes to do so, it is undertaking something it will not discharge well.

Mr. MACDONALD. Nobody is asking you to become an investigatory branch, but I would think that someone who paid no attention to the sort of ground rules that you speak of, without calling them ground rules, in your opening part of your statement, should be dealt with accordingly.

Mr. BENJAMIN. It certainly would be. When a governmental agency has found a station guilty of discrimination, we have a policy which would cut off CPB funds.

Mr. MACDONALD. I know you are not a governmental agency. As you know, I was instrumental in the original legislation, so I am not just reading from a paper about it. I know about it. It is not a governmental agency, but you deal with governmental funds, or else why do you appear here today asking for more funds and where do you want the funds to come from, Mr. Benjamin? Where?

Mr. BENJAMIN. From the Government.

Mr. MACDONALD. Yes, well, then, although you are not a governmental agency, certainly I would think that you would be highly sensitive to what the Government thinks is a good job or not a good job.

As many people—and probably you, yourself—know, this subcommittee was in the forefront of efforts to keep you from being intimidated. And I put my own neck on the chopping block for you a number of times. So, this is no scolding, but I don't understand—well, it looks like a committee wrote your statement.

Mr. BENJAMIN. A highly professional person did, yes.

Mr. MACDONALD. Well, it seems like it was more than one, because the first part of it is all, you know, one of roses for the public, and the last couple of pages are "Well, that is all well and good, but we are not a governmental agency, so don't bother us with the nitty-gritty of it."

Mr. BENJAMIN. I didn't mean to imply that for a second.

If we found anybody flaunting the standards for which we stand and principles in the contract which they must comply with, we would withhold funds from them for violating the contracts which undertake certain responsibilities, and one is complying with the law and, second, complying with the policy of CPB.

Mr. MACDONALD. I just wanted to remind you. While you are not a governmental agency, you are intertwined, more or less, with the Government.

Mr. BENJAMIN. Yes.

Mr. MACDONALD. Which leads me to your statement on page 9, in which you talk about commitments to new programing for specialized audiences which will soon bear fruit.

At the risk of sounding redundant, I again hear promises, promises, promises, and I heard it for a number of years. Then, you say, "various stages of development." That could be anything from a gleam in somebody's eye to something which is not yet released. Are you talking—well, you talk about a major series on black culture, which is long overdue, in my judgment, programs for senior citizens and so forth, specialized series for women, "Woman Alive."

I have been reading—and I should know more about it, but I don't—I have been reading something about "Woman Alive." First it is on, then, it's off, am I correct?

Mr. BENJAMIN. Yes; you are correct in assuming the funding had not been achieved as we expected it to be at this time.

Mr. MACDONALD. But is "Woman Alive" on or off?

Mr. BENJAMIN. It is on in the hopes we will be funded adequately to go beyond the pilot of the series. So far, we haven't gotten the extra funding.

Mr. MACDONALD. A program can range anywhere from one segment up to 13 weeks in commercial broadcasting, and I know you know very well. How many are there for "Woman Alive"?

Mr. BENJAMIN. One I have seen.

Mr. MACDONALD. What is going to happen to it now?

Mr. BENJAMIN. Three weeks ago, I thought it was suspended until we raised more money, like $200,000.

Mr. MACDONALD. I heard, in the papers, maybe it would go and maybe it wouldn't. Did you back out?

Mr. BENJAMIN. I should point out, as you know better than anybody, in spite of all our desires to have innovative and fresh programing, our funding has gone down despite the fact the appropriation has gone up because we have gone to decentralization. Funds are spread out to the stations.

This is a higher priority, and we run into it all the time. In the meantime, the funds for piloting—and I can only mention four projects. These are cultural ongoing projects not just ideas. In all areas there is a need for higher funding.

Mr. LOOMIS. If I may answer your specific question on "Woman Alive," the corporation has committed $400,000 to the initial series and WNET, in New York, has committed $153,000 of their own money.

The initial concept required an additional couple of hundred thousand, which we jointly tried to raise. At the present moment, it looks like that cannot be raised. And we, and the New York station, WNET, are agreeing to go on with a truncated series. I forget the exact number, maybe six instead of nine, some number like that.

In other words, with the maximum we can buy with $400,000 of our money and the $153,000 of New York money, we will continue. We feel, once the series is on the air, it maybe has a better chance to get further underwriting.

I should like to point out, that of the total of $7 million, which we have now available to the corporation for piloting and developing new programs, $1.7 million, or 25 percent is now being spent for the development and piloting of minority and women's programs.

Mr. MACDONALD. Who makes the pilot programing decision, whether it will be followed or won't be? Who chooses them? What is the criteria? Is it just a pleasing of one or two or four people?

Mr. LOOMIS. The area in which we seek pilots is a priority established by our board after consultation with PBS and the stations.

Mr. MACDONALD. You mean, the whole board participates?

Mr. LOOMIS. In determining a priority area, like women, or Spanish, or whatever the case may be. Once that is done, we then normally have a seminar composed of specialists in the area, in one case, black people dealing with black culture, and television people.

Mr. MACDONALD. Where do you get them from?

Mr. LOOMIS. We get them from the industry, people that are known and qualified.

Mr. MACDONALD. In the public broadcasting industry or communications industry?

Mr. LOOMIS. Some seminar participants come from both public and commercial television. Others have expertise in the subject area under consideration.

Mr. MACDONALD. There are not that many blacks in public broadcasting, according to your own figures.

Mr. LOOMIS. Well, we do have them.

Mr. MACDONALD. How do you produce them if you don't have them?

Mr. LOOMIS. We have black producers in our system and also bring into this other highly qualified experts. Dr. Anderson, here, was a member of the black cultural group—blacks who have not had television experience, but are knowledgeable in this particular subject area were among the seminar participants. During the seminar we develop the specifications for proposals. Then we ask the stations to come back and other producers to come back with proposals. In the case of the black cultural subjects, 70-odd proposals were received. Some were from stations, but the majority were from private producers.

Then, a committee, composed of our staff and the PBS staff and other consultants, looked at all of these and selected seven, I think it was, to be further looked at. That committee then met again yesterday and actually selected two of those seven for piloting.

Mr. MACDONALD. Are you going to have two black program pilots?

Mr. LOOMIS. Yes.

Mr. MACDONALD. Are you going to show both, or will you end up with one?

Mr. LOOMIS. Hopefully, we will show both pilots and maybe both will be good enough to carry on.

Mr. MACDONALD. How will that station decide to take them?

Mr. LOOMIS. The showing of any program is entirely up to the judgments of the stations. The pilot programs and initial series are provided free.

Mr. MACDONALD. What kind of memo? Do you just send them a pilot and say, "Here is a pilot," or do you say, "Here is our choice"—which?

Mr. LOOMIS. A station will produce the pilot. But so far, it is only on paper. It is yet to be produced.

Mr. MACDONALD. You say you produced it and you are going to send them to the stations. What do you do, just send a film?

Mr. LOOMIS. The tape is sent down the interconnection, yes, sir.

Mr. MACDONALD. Is there any question, "How do you like this?" Do you ask a question to see which one they show?

Mr. LOOMIS. They will probably show both. Also, in development of the pilot, we frequently have test shows with audience panels and station personnel. Then, we change, amend, the pilot as we go along. It is a long process.

Mr. MACDONALD. Maybe I said it in a roundabout way—and I am not very good in doing it roundabout, so I will go directly to it. Do you use any clout in saying, "We decided that this is the best black program. Take this one, or you are not going to get any," or "This is the one most likely to be produced."

Mr. LOOMIS. We say this is a program which we think is well done. We have supported its production with our funds. Under no circumstances do we say to a station. "You must show this program."

Mr. MACDONALD. No; you don't tell them, "You must play it," but you say, you know, "This is going to be the black program you are going to get for this time."

Mr. LOOMIS. They know this will be the only black cultural show they will get from us. They may do one of their own locally. Many of them do. They are certainly applauded in so doing, but they would know that this, or these two would be the only ones they would be getting from us in the near future on the subject.

Mr. MACDONALD. I have probably overrun my time, as I often do. I have one more question, and we are not under the 5-minute rule, but 10 minutes, and if I go more than 10 minutes, I apologize to the committee.

My last question for this round. The only other thing I didn't really have clear is on page 15. You say: "Thus, the ceilings in the bill * * *"—meaning the administration's bill—"* * * clearly leaves no room for incentive." I don't quite understand that.

Mr. BENJAMIN. By the yardstick of the fiscal year 1974, for appropriation in 1976, we have already taken in more money than the match would provide.

Mr. MACDONALD. You already have that much money?

Mr. BENJAMIN. The match is calculated on the amount raised 2 fiscal years previously.

Mr. MACDONALD. You mean it is a carryover?

Mr. BENJAMIN. Two years before the year you are referring to in the match the figures for system income are ascertained. That gives you time to check their accuracy so they can be certified to the Treasury.

We now know that in fiscal year 1974, we took in $223 million. At a 2½ to 1 ratio, the fiscal year 1976 appropriation would be $89 million. If the ceiling were only $70 million, we would lose the incentive to raise more funds from the private sector. Just the status quo will provide enough for matching up to the limit.

Mr. Macdonald. This is too quick a reaction, and I know I am notoriously not good with mathematical figures, then, why any bill at all?

Mr. Benjamin. Why any ceilings?

Mr. Macdonald. If you already have the money——

Mr. Benjamin. We don't have all the money we need.

Mr. Macdonald. If the administration won't accept the higher figures you have not gained anything?

Mr. Benjamin. We gain nothing on the ceilings the administration supports. That is why we want realistic ceilings.

Mr. Macdonald. So you would just as soon have no bill if you don't raise the levels in the administration's bill?

Mr. Benjamin. We want the ceiling raised.

Mr. Macdonald. That is shooting from the hip too quickly.

Mr. Benjamin. This is why the White House conceded to us the possibility that we take up the ceiling issue with the Congress. We disagreed on ceilings, but we agreed to disagree.

Mr. Macdonald. Did you hear the President out in California?

Mr. Benjamin. Yes, I did, and I trembled for CPB's funding.

Mr. Hughes. If I may point this out?

Mr. Macdonald. Yes.

Mr. Hughes. Mr. Chairman, I think as usual you have the mathematics and proper results. The $70 million ceiling in the administration bill is an arbitrary figure. It destroys the matching formula for the first year, the 2.5 match then being meaningless. It is a ceiling deliberately on the low side.

We have reserved the right to disagree, and the administration has acknowledged that figure will be contested both ways. The Senate has adopted the $88 million for the first year, which is a realistic figure. But the $70 million is a bare-bones increment over the previous authorization of $65 million and I would point out to the newer members of your committee that in 1972 the Congress authorized an appropriation of $90 million for fiscal year 1974. We have tried to be consistent with the prior legislative history.

Mr. Macdonald. All right. Thank you.

Mr. Loomis. If I might point out, Mr. Chairman, the $223 million Mr. Benjamin referred to is entirely non-Federal money raised by the system.

Mr. Macdonald. I understand.

Mr. Loomis. If I might point out, Mr. Chairman, the $223 million Mr. Benjamin referred to is entirely non-Federal money raised by the system.

Mr. Macdonald. I understand.

Mr. Loomis. That is what we are using or hoping to use as the match for fiscal year 1976.

Mr. Macdonald. Right. But you have to under the formula?

Mr. Loomis. Yes, that is correct.

Mr. **Benjamin.** Let me add this, if I may, Mr. Chairman. The language in the matching incentive principle enunciated by the White House is so consistent with our own approach that the figure that contradicts their ceiling also contradicts the philosophy. The $70 million contradicts the matching incentive they speak of and that is why it is called arbitrary. It is not an incentive figure at all.

Mr. **Macdonald.** Somebody did a magician's job down there to get the 5 years. They must have been flushed with success and quit when they were ahead and didn't go for the money they needed. That is the only thing I can think of.

Mr. **Benjamin.** Having just read the testimony of your hearings of 1972, I quite understand your characterizations about that miracle.

Mr. **Macdonald.** Mr. Wirth.

Mr. **Wirth.** Thank you, Mr. Chairman.

Mr. Benjamin, you gave very good testimony and I appreciate it, the very good judgments exercised in reference to KRMA's excellent series on "Vanishing Americana." For those of you in the audience, KRMA is the Denver television station for public broadcasting.

I wanted to focus on, it seems to me, two broad issues. One was the whole area of public long-term financing over 5 years and second is the level of funding. If we might take those one at a time and go back through it, I think you made a number of good points in your testimony, but maybe we can tease some more out of it.

It seems to me, and Mr. Loomis, you are certainly aware, almost every one of the arguments you all are making for 5-year guarantee financing and insulation can be made by a great number of social institutions in this country. I mean I can remember in the mid-sixties, late sixties hearing all of these same or most of these same arguments being made by people in the educational community who are asking for long-term financing and advance funding so that they could plan, so they could be insulated from possible Government politics and so on.

How do you come back now and make this special case at a time when even the budget committee has pointed out that we don't want to get involved in these kinds of long-term commitments?

Mr. **Benjamin.** Well, may I go back to personal history?

Mr. **Wirth.** Yes.

Mr. **Benjamin.** In 1968, when President Johnson asked me if I would become director of CPB, I told him I had read the Carnegie report by coincidence, so I knew something of the mandate that could be accomplished by the legislation, although I had not read the bill. I told him, "I will be a member and honored to be," but I tell you it is hopeless for them to do a job of innovative program development, to achieve any kind of program quality unless they have long-term, and then the fashionable word was "permanent," financing.

That it should be sufficiently insulated to give freedom of creativity to the creators was a second element I stressed. The need for freedom from monetary and political pressures is very important. But I stress as a motion picture man the need for time to prepare good quality projects and there is not a single good project on public television today, whether coming from Great Britain or from the Children's Workshop. Wherever it comes from it has been a program in process of development for at least 2 years. You need 18 months to 3 years, and the more important the project, the higher quality achievable and desired to be attained, the more time lag you have to have.

So I said this to President Johnson and he said, "Don't worry, within the year we will come out" whatever phrase he used, long term or permanent financing, I don't think he distinguished, "and that will take care of your problem."

I said we need that kind of funding because the planning of programing is a very difficult thing. You have to have geniuses for production to get quality. In any event, I was comfortable that within the year the corporation would be able to go on and prepare its structure and do all of the things it had to do for which it got seed money authorized of $9 million, of which $5 million was appropriated.

That first year didn't bother me as a director. What bothered me was the other problems which came up that prevented long-term financing, which to me was a sine qua non to success.

Mr. **Wirth**. Exactly the same case can be made by a good curriculum group that says, We have to have a long period of time to test out and implement and so on. What distinguishes you from other groups' needs for this kind of long-term financing?

Mr. **Benjamin**. I must quickly say the first amendment is the most unique reason for insulation of public broadcasting. Insulation for the people who make the programs. Protection against governmental interference as guaranteed in the Constitution. The long-term aspects of the proposed financing legislation provide insulation and in no other way is it providable.

Mr. **Wirth**. How do you answer the Budget Committee, which says it is not in the best interests of Congress at this time to develop these kinds of or any kind of long range financing?

Mr. **Benjamin**. By telling them of the need for insulation and planning time and letting Congress determine whether the need matches the incentive. When Congress created the Corporation they acknowledged a need. To say to the Corporation, as everybody does, some of the great things you do come from abroad. Why don't you have programs like the "Ascent of Man," "Civilisation," which are produced here? One can easily say two things: Lack of money and, second, lack of time for planning and producing.

So the question is what does one want in public broadcasting? If the priorities in our society are not such that public broadcasting is important, Congress has a real problem, but it has not faced up to the problem. Congress created this institution for future betterment of society and the directors cannot do their job, unfortunately, without fundamental freedom from interference and funding sufficient to do the job.

I will give you another illustration of that from the time when I thought it was my last session in a representational position before the Senate last year, Senator Pastore's committee. I thought I was leaving the directorship of CPB and I felt the need to put on the record an objective opinion because I would not have a vested interest past a few weeks. I spoke almost as a private citizen, to tell him how important I thought long-range financing is to the quality of public broadcasting. I couldn't see any way but long-term financing to make public broadcasting succeed, and I do not to this day, although I have a vested interest now for a short time.

Mr. **Loomis**. I would like to add two points, Mr. Wirth. One is that we are asking for ceilings. Ceilings are not appropriations and they are hunting licenses. The industry takes a full downside risk. If we are not able to raise non-Federal money sufficient to meet the ceilings, we don't get them. We, therefore, don't get a nickel more than we have been able to justify by the non-Federal money that we raise.

If we raise more non-Federal money, we don't get anymore than the ceiling, which is the case this year, because the actual match would give us $89 million rather than $88 million.

I think the other thing that is really important is that this is the only place where you have Federal money in domestic communications. That raises a host of problems. We are aware of the problem of the chilling effect of Government scrutiny in commercial communications and commercial newspapers and private radio and television.

It is a difficult subject in which men of good will differ constantly. But the problems are compounded immeasureably when you add to the mix the Federal money. That is, of course, the whole reason for establishment of the corporation itself. CPB was to be a buffer. A part of that buffer is the multiyear insulation of funding which this bill provides.

Mr. Wirth. I personally am in complete agreement with you. I am trying to raise though the kind of issues I think will be raised and have been raised. When you talk about a hunting license, why isn't that also a license to inflate figures at the local level and raising one's money up to the two and one-half level to get the $1 of Federal matching money?

Mr. Loomis. It was clear that it was absolutely necessary that we have accurate figures that are justifiable and that can be audited to everyone's satisfaction.

Mr. Wirth. Are there standard accounting procedures that all of the stations conform to?

Mr. Loomis. There are no standard procedures, but there are standard reporting procedures. I have a form here that might interest you. Each licensee, and sometimes it is a university, has to certify the figures reported to CPB. Then those figures must be verified by an outside certified public accountant. So that we feel that we have done all that is prudent and feasible to make absolutely sure that the figures that we justify to the Congress and to the Treasury are accurate.

Mr. Wirth. How did you arrive at your level of funding? I have some notes here comparing your level of funding with the original report of the task force on long-range financing and the administration's numbers. You are somewhere in between.

Was there a clear reason for arriving at those levels of figures, or did you not think you could match beyond that? How did you arrive at that middle ground figure?

Mr. Loomis. The significant difference was that the task force report assumed a 2-to-1 match, while we finally compromised with the administration at a 2½-to-1 match, so it obviously reduces the figures.

Second, the long-range task force report written 20 months ago. So, before we went before the Congress last year, Mr. Hughes and a group of the task force sat down and reestimated all of the figures that went into these tables and came up with our then current estimate. But the significant difference was the change in ratio.

Mr. Wirth. Your figures are still quite higher than the administration's figures, right?

Mr. Loomis. Yes. I think, the fact is that when we made the recommendation of $88 million for 1976, we had no idea what actual income would be in 1974.

The fact we have come out with actual figures within $1 million of our estimate, I think, would indicate our estimate was pretty accurate. We actually underestimated by $3.6 million of income, which would provide just over $1 million in matching.

Mr. Wirth. Were your estimates of needs based on a canvass of all affiliated stations around the country?

Mr. Loomis. The estimates of need are different than the estimates of what we thought we could raise. The estimates of need were worked out in 18 months, under Mr. Hughes' chairmanship, by an all-industry task force, which looked at, in detail, the needs of the individual stations, of the State networks and so forth, all components of public broadcasting and added those up. We are constantly assessing those needs.

Now, for example, we have just completed a study, at the request of the office of education and HEW, to determine the needs, the needs for physical plant, in public television stations. PBS has also done a similar study.

Our estimates are very, very close together. The amount of money that is needed for the types of support that HEW can give is about $1.5 million. The PBS effort added studio and lighting and those kinds of things, which are as necessary, but do not come under the HEW facilities act. The PBS estimate was about $150 million. That is the kind of money needed just for facilities and just for television. Now, that is need.

The ability of the stations to get it is a different question. I think you can state, without any problem, that the needs of the system far exceed what is foreseeable as income in the future.

We hope, by increasing the quality of our programing, and I think it is increasing, that we will be getting more and more membership and more and more private money. The fact that the television stations were able to raise $5 million in 1 week, in a special drive, I think, is very, very significant. They raised their membership from 2 million-odd, by more than a quarter of a million individual members.

Mr. Wirth. My final question: Are all of your affiliated stations, or however you describe them, are all of them prepared to make a case in their own communities of, one, what the impact of long-range financing would have on their stations and their operations, both in terms of the kind of planning and kind of insulation both of you referred to, and, two, what the level of financing means to them?

Mr. Loomis. There is no question at all that every station in the system is prepared to do that, and I am sure that Mr. Rogers, of PBS, and Mr. Coffey, of APRS can amplify because they are the representatives of the station organizations. But, from all I have seen and all I have heard, every station thoroughly approves of this approach and feels that it was long needed and that it will, for the first time, permit them to provide the kind of service locally that will engender increasing support.

Mr. Wirth. Finally, as you pointed out in testimony, Mr. Benjamin, each of the stations increasingly involved in community affairs and presumably, increasingly, will have a great deal of support and advocacy all over the country for the kind of programs you are recommending?

Mr. Benjamin. I believe so, and Mr. Rogers assured me I am right in believing so.

Mr. Wirth. Thank you very much.

Mr. Benjamin. May I put in the record one witness who testified, an official of the White House testifying before the Senate subcommittee? I feel this addresses the question of importance of a long-range financing. It is by Dr. Whitehead, and is only two or three sentences.

Mr. Macdonald. Of course.

Mr. Benjamin. Dr. Whitehead, the fellow with whom we battled for so many years to get this bill out of the White House, the measure of a miracle, which you characterized:

> However a multiyear appropriation is an extraordinary request to make of the Executive and Legislative Branches, but public broadcasting and the viewers and listeners it serves should ask for or accept no less from those of us in Government than that. The financing of public broadcasting presents rare and unique circumstances in which the executive and legislative branches should give up some of the control they wield over the Federal funding program by virtue of the annual authorization and appropriation process. This unusual funding mechanism is essential if public broadcasting, as conceived by the 1967 Act, is to succeed. It is that simple. For that reason, the Administration has set aside its own reservations and has proposed this bill for the same reason Congress should loosen its control of the public broadcasting purse strings.

This is not Robert Benjamin, but Dr. Clay T. Whitehead.

Mr. Macdonald. He is a convert?

Mr. Frey.

Mr. Frey. I thank you, Mr. Chairman.

Is there any real hope that you are going to have this so-called freedom as long as you get Federal funding?

Mr. Benjamin. Is there real hope that we will have this freedom?

Mr. Frey. This kind of insulation, I think, we all want, and I might say, I do favor the long-term financing. But, is there any hope ever, in the future, to do it without Federal funds?

Mr. Benjamin. I would think not for a long time. I would not think it is around the corner or down the road.

Mr. Frey. It would be completely unrealistic?

Mr. Benjamin. For the short-term. I cannot say 5 years down the road, but, at least, for 5 years we cannot do without it. You see, you get a schizophrenic personality in public broadcasting.

On the one hand, they don't want to go for mass audiences, but want to target specific audiences, to give a supplemental service. On the other hand, the best way to get support is win approval of the masses and get their support. We are walking a tightrope.

Mr. Frey. Let me ask you this: I know that long-term financing is what you want, and I think this is what I want, but what alternatives do you see? Are there possible ways to go other than this?

Mr. Benjamin. Not in the foreseeable future. If you don't want public broadcasting to sink to a level beneath everybody's desires and expectations, you ought to eliminate the whole act or to make the whole act worthwhile.

Mr. **Frey**. How do you know if some of these programs we are designing are reaching the audiences we hope they reach in the proper way?

Mr. **Benjamin**. How do we know, after the fact?

Mr. **Frey**. After.

Mr. **Benjamin**. After the fact—by research and evaluation of target audiences, which has begun and will be elaborated on and expanded. We ought to learn what happens to our programs and audiences; yes.

Mr. **Frey**. Do we do it in depth today?

Mr. **Benjamin**. I prefer to say it as Mr. Loomis says, "How deeply we do it."

Mr. **Frey**. Where?

Mr. **Loomis**. We have been able to do it with support of the Ford Foundation and increasing support from corporate sources.

Mr. **Frey**. How much in each case?

Mr. **Loomis**. It varies. We have picked eight or nine major places that we review fairly frequently. Jacksonville, Fla., is the one that is closest to you, and it is one where we have done a lot of research.

We tried to find out not only the number of the audience but the demographics, what kinds of people they are. We tried to get their views of what they listen to and why and that kind of information.

Mr. **Frey**. Give me a specific. For instance, this same group—the chairman has been hitting on minority programing. As you know, we have a program for women. How do we know that it is reaching the broad scope of them? Maybe many of the women look and say, "This is dumb." You know, it might be for 1 percent of the audience.

How can you argue the opposite? Some of the station managers have complained about that.

Mr. **Loomis**. We have survey research, on the pilot of "Woman Alive," where we used a panel to review it. The panel was made up of males and females, and there was a considerable difference of opinion among the women viewers. They were even less, perhaps, uniform than the males on their views.

Mr. **Frey**. I don't think that is a good statement, but go on.

Mr. **Loomis**. For example, I am just thinking of a study, off the top of my head, in Jacksonville, where you remember they have a local public affairs show called "Feedback," 1 hour a night, 5 nights a week.

The survey showed that the black audience, the percentage of the audience of that show that was black was slightly higher than the percentage of the population of Jacksonville that was black, and this is particularly true at the upper levels, at the highly educated, more affluent level. "Feedback," clearly, was listened to by a high percentage of the blacks in Jacksonville.

Now, "Feedback" is not a show that would—it would not be classified as a black program, and it is not. It is a public affairs program on local subjects of interest to residents of Jacksonville, and blacks, like every other citizen of the city, are interested in those problems. And they listen to that about the same proportion as their white neighbors.

Now, we have a great deal of research on the children's programs, "Sesame Street" and so forth, which indicate that their audience is evenly spread demographically.

Mr. FREY. Let me stop you there a minute. Do we have an ongoing program to determine whether or not all of this time and effort we are putting into these pilot programs are getting to the audiences they are supposed to? You can tell this committee, then, how it is working, and if it is going well, or not going well.

Mr. LOOMIS. Yes; we have voluminous research, and I have summaries which I would be glad to put in the record, if you wish.

The problem is always: How much money do you spend researching, and how much money do you spend on programs? That is always a tough decision. I think the research money has been going up quite rapidly.

Mr. FREY. Could you give us some of the parameters for it, please?

Mr. LOOMIS. To give you an idea, Mr. Frey, in 1972, the corporation spent $109,000 for research, and in 1973, it was $703,000. And in 1974, it was $844,000. We are anticipating some number around $1 million this year.

Mr. FREY. Would this be supplemented by Ford or Carnegie, anybody like that?

Mr. LOOMIS. Those figures include corporate and foundation funds. The Ford money was $100,000 a year, but that is now dropping down. It also includes a portion of the money we received from the Congress.

Mr. FREY. Thank you, Mr. Chairman.

Mr. MACDONALD. All right.

Mr. LOOMIS. If I may add, we just received a quarter-of-a-million gift from the Columbia Broadcasting Service, over a 3-year period, which they designated for research. This year it will add $83,000 to funds for research.

Mr. MACDONALD. We certainly appreciate those statements. The witnesses who are waiting, we will have to go this afternoon, which I know none of you like, nor do we, but to get this done, we will have to do it.

I have more questions, but I will just ask this one, which hit me when Mr. Benjamin was reading his statement concerning ascertainment.

The FCC, itself, was thinking of doing ascertainment for licensing for public broadcasting, and I took it that your statement, Mr. Benjamin, buttressed by the testimony given by Mr. Loomis, was that you thought ascertainment was a pretty good thing.

Have you made that view known to the FCC?

Mr. LOOMIS. Yes, sir, we filed with them 6 months ago, approximately, what we believed was a strong statement in support of ascertainment and so has the Public Broadcasting Service. So, I think I can say that all of us in public broadcasting very much favor the stations doing ascertainment—and we at CPB are trying to help the stations do it efficiently.

We have commissioned a research project with Michigan State on a handbook on "How to Do It," the kind of a book that will help stations be more efficient in doing ascertainment.

Mr. MACDONALD. I take it now you have become a band of brothers, not just between the corporation and PBS, but also the radio and OTP now, and I take it that the FCC and you were also getting on well?

Mr. LOOMIS. They have heard our position and have not answered.

Mr. MACDONALD. As I recall, you were a voice in the wilderness, three voices in the wilderness at one point, all crying out, but you seemed to speak with one voice. I say that facetiously, but I want to commend you going beyond it and I think I know a couple of people that were behind it and I want to publicly commend them. What reply did you receive from FCC?

Mr. LOOMIS. We would hope the FCC would make a reply.

Mr. MACDONALD. Did they reply?

Mr. LOOMIS. They have not made a ruling. They have not replied to us. We have had verbal statements.

Mr. MACDONALD. Did you continue to give money to nine stations in Alabama and they lifted their license? I notice you said they didn't lift their licenses, but I checked it out and they did take their licenses. The whole thing is under review down there now.

Mr. LOOMIS. The fact it is under review is why the corporation's board did not cut off funds to the Alabama stations as yet. My understanding was, the FCC did not renew the license of Alabama, but permitted them to operate on an interim license. They allowed them to apply for a new license this month, which was not normal FCC procedure. Because of that, therefore, the Board felt we should continue funding. Particularly in view of the fact that the Alabama Civil Liberties Union, which was one of the original contestants, also asked that we continue funding, the Board determined that the funding should continue until a final determination was made by FCC.

Mr. MACDONALD. My last question, and I think this goes to the bedrock of the whole thing. As you know, more or less, public broadcasting came about during a fairly prosperous era in our country's history, and the Congress itself was not examining everything that went before it so closely.

What would happen if, and I respect Mr. Frey's opinion, and I don't follow Jimmy the Greek, the Federal Government, the Congress said, "We just don't have that money. We need it to help unemployment and we need it to spur the economy."

What would happen, for all of the reasons that are real reasons, too, not just manufactured reasons? What would happen in your judgments to public broadcasting?

Mr. LOOMIS. Public broadcasting existed before the corporation and existed before there was Federal money involved. I think the Federal money has permitted it to improve drastically and I think if all Federal money was stopped, it would continue but at a very slow rate of development. I think improvements would slow down drastically.

I think one of the major advantages of the proposed legislation is that the matching principle gives you a rough measure of effectiveness. Those stations that are providing a service that is recognized by their State government or their local municipal government or their school board or private citizens, or foundations, get money from those sources.

The CPB funds that are provided to all stations permit them to reach an excellence they could not achieve without Federal help. That excellence reaches their own population and allows them to begin increased fund raising. I think withdrawing Federal funds would prevent public broadcasting from providing those unique services that the Carnegie Commission looked for and the Congress looked for when it passed the 1967 act.

It would be a very difficult time. I am very pleased to say that the support of public broadcasting from non-Federal sources has been increasing in spite of the recent recession, but withdrawal of Federal funds would be a major blow, both financially and psychologically. The services provided by the Corporation for Public Broadcasting are vitally needed and cannot be funded elsewhere.

Mr. Macdonald. I thought the Ford Foundation has cut back.

Mr. Loomis. The Ford Foundation has cut its funds, but, thankfully, that is only one. The State governments have continued to increase support, and the underwriting support has increased, membership has gone up drastically. Other foundations have increased support.

The Ford Foundation was at one point the principal funder of national programing. The State governments and local governments have always been the principal funders of total system operations. They have been increasing support.

State after State is increasing its support or in some cases beginning their support. Colorado is an example where this is being discussed now.

I think that without the Federal support, State support would not go as fast nor would the unique services be provided as well or as soon or in as large a volume.

Mr. Macdonald. In other words, you would be hurting, but it would not be mortal?

Mr. Loomis. You would be seriously slowing down the entire system.

Mr. Macdonald. Would it be a gut wound or a mortal wound?

Mr. Benjamin. Psychologically it would be a mortal wound. The impact of this kind of change, of course, cannot be validated, but I believe the psychological impact on stations or even on donors that now support it would be terrible. Public broadcasting has a life of its own because it has such a tremendous strong image of future direction. But since the Carnegie report and the 1967 Public Broadcasting Act the image has been too great for accomplishment and achievement without substantial Federal support. It took the momentum of people around the country, corporations and individuals and much building to get this far.

When you take away the Federal support, the kind of security the stations have come to take for granted, what it does is cause trauma that requires much more of a psychiatrist than any of us could provide to evaluate it.

Mr. Macdonald. Maybe you can borrow some from Detroit in the automobile industry or State of Massachusetts where the unemployment rate is officially 10 percent and it is a lot higher than that.

You know, what President was it that said, "Life was not fair," you just get your house in order and a tornado blows it down, something like that, you know. I mean I am not trying to be philosophical, but I would hate to see it happen, but if it did happen, we would not have a burial, would we?

Mr. Benjamin. I would remain and I am sure you would remain in your support and those of us would dedicate ourselves to do the best we can.

Mr. Macdonald. I don't mean that, I don't think it would discourage those for it, but I am saying what the net effect would be. I would hate to see it come off, not for any individual's sake, but for the public's sake. It has proven itself in certain fields certainly and when the commercial networks start copying you, you know you are doing something right with the children's programs.

Mr. Loomis. We must, in talking to your colleagues, they are working organized. This is not a blank check.

Mr. Macdonald. I understand.

Mr. Loomis. Therefore, if recession holds back giving in any area of our world——

Mr. Macdonald. This is going to be kind of difficult to explain.

Mr. Benjamin. I was thinking of the fact that recession hits the country and people in difficulty, Massachusetts and New York, and if that shrinks to two and one-half, it automatically shrinks to one. It is again the Congress that is denying the remedy itself that it itself sponsored 7 years ago, but it aggrieves the economy to prove itself and all of the stations to prove themselves and if the economy pulls them down, the appropriations are pulled down with it and then it is not your act, the Congress act, but the economic situation.

Mr. Macdonald. Well, I hope we can end on a more upbeat note than that.

Mr. Wirth.

Mr. Wirth. No questions.

Mr. Macdonald. The only upbeat thing is, I think, not the only one, but one of the good signs I think I see is you are spreading out your appeals. While I don't think you are using your specialized target particularly, I think it is a necessity to spread your appeal and say to go back into the rhetoric of "the more you spend," and you are not Eastern any more and you are not institutionalized by Ford and it is a tough break, but maybe it is a good one.

But let's hope, and I for one feel, you know, not terribly gung-ho, but I am optimistic we will come out with a reasonable bill, maybe not everything you or I want, but it will be what the Congress wants, so I hope you give us good facts to work with.

Thank you very much.

Mr. Benjamin. We thank you very much.

Mr. Macdonald. Could I ask the woman sitting there her name and position again for the record?

Dr. Anderson. Gloria Anderson, on the CPB board.

Mr. Macdonald. What do you do on the board?

Dr. Anderson. Well, I do a lot of things. Mr. Chairman, I would just like to make a couple of comments.

Mr. Macdonald. I would like you to. That is why I called on you.

Dr. Anderson. First of all, I would like to indicate that I fully endorse H.R. 4563 for all of the reasons which have been given: The fact that it provides or will provide the kind of insulation which we would like to have, the fact that the matching money will provide some incentive to get other nonFederal support, the fact that it will give some relief for the inadequate funding situation which we always are faced with; and also the fact that it will allow for planning, for intelligent planning on the part of the corporation.

But I would like to say at this time that I, too, have some reservations, not about the bill, but about where we are going in public broadcasting as it relates to minorities and women.

We, at the corporation for public broadcasting and out in the system, have been making some efforts. Over the past few years we have held or convened seminars and we have had some advisory panels convened and we have a women's task force and what-have-you.

We are concerned, however, that we don't have the kind of money that we need to fully implement the projects and the programs which we are really concerned about and which we would like to see implemented in order that public broadcasting adequately serves all of the people.

I think that we, in public broadcasting, have to begin to seriously consider a real plan for putting all of the entities together and for having all of the entities develop a plan or a procedure for getting people involved at the local level. As we strive to involve those at the local level in decisionmaking, this of course means that we are concerned about involvement of all people at the local level. Certainly I would hope that all of us, all of us in the industry, would begin very soon to worry a great deal about how we get the people involved at the local level.

Mr. Macdonald. Well, you heard my feeling, that worrying about it very soon is not soon enough, that it ought to have been implemented about 3 years ago.

Dr. Anderson. Yes.

Mr. Macdonald. Do you have any concrete suggestions that the Congress could take advantage of?

Dr. Anderson. Well, I would not like at this moment to pretend that I have a plan which would solve the problem, but I think that the corporation for public broadcasting itself can provide the leadership. It could provide some incentives for getting the local stations to do the kinds of things which are necessary. However, I think we have to depend on the good will of everybody to see that minorities and women are integrated into all areas of programing, for example.

Mr. Macdonald. You feel they are not then, it seems to me?

Dr. Anderson. Pardon?

Mr. Macdonald. You feel that they are not presently?

Dr. Anderson. I think if we are honest, if we look at the record, we would have to admit that at this present time minorities and women are not adequately represented at all decisionmaking levels.

Mr. Macdonald. Well, you are on the board. What are you doing about it?

Dr. Anderson. Well, I can give you some of the things that I have been involved in.

Mr. Macdonald. Or do you just get out-voted?

Dr. Anderson. No, let me just summarize briefly then some of the things that I have been involved with. I will separate them in terms of minority activities and women's activities. First of all, we have a policy on minority and women's programing, a policy which I would like to think that I was somewhat responsible for helping to get started and to get through.

We now have an office of minority affairs and for about a year we had a minority panel called the advisory panel on essentials for effective minority programing, and I chaired that panel. It was a broad-based citizens' panel with minority people brought in to define, first of all, what we meant by "minority programing," to come up with goals and objectives for minority programing, to talk about or to categorize and define priorities for minority programing and to give recommendations to the board related to institutional changes at CPB which would help to implement some of the recommendations.

Out of that came the creation of the office of minority affairs. We have a minority training program which Bob Benjamin referred to earlier. I chair that committee also. We have given some 65 minority training grants to stations throughout the country for a total of about $600,000.

Mr. Macdonald. What are you training people to do?

Dr. Anderson. Well, really it runs the gamut, I think. I believe we have one trainee who is—well, we don't refer to them really as trainees, but one person on a grant who is a station manager. I have other data here, if you would like it.

Mr. Macdonald. I wish you would supply it for the record.

Dr. Anderson. We have awarded 65 grants for a total of $622,000 or a little more. We have people in several different areas. We award grants to people in community relations roles, for people to be producers, engineers, for almost any position in a public station.

We are, however, concerned and interested in awarding grants for positions which represent some input into the decisionmaking process and to that extent we generally look toward the upper levels more so than the lower levels.

At CPB we have at the present time a women's task force, which is looking at the whole problem of women in public broadcasting. I am also chairing that committee. We have some preliminary results from some research and survey, but our basic concern here is to formulate some recommendations. I might add, my approach is one of attempting to define a problem and then come up with recommendations for solutions. This is basically what we tried to do in minority affairs and that is what we are trying to do in women's affairs.

Mr. Macdonald. But, as a semiveteran of Congress, you know, when you want to get rid of a problem, you form a special committee. What results have you had?

Dr. Anderson. That usually happens with committees, but it has not happened with CPB. If I go back to the minority panel I worked with for a year and came up with reports and recommendations, at least we can point to the fact that those are being implemented. One, black cultural programing became one of the programing priority areas in overall programing; that is, programing which CPB would research and pilot. The corporation itself convened a seminar, a black cultural programing seminar, which represented again another panel. But these were people, professional black people, who were brought in to give suggestions on how to succeed.

Mr. Macdonald. I don't mean to interrupt you, but, you know, form a seminar, form a committee, you know, that is great, but what has happened?

Dr. Anderson. I will skip the process.

Mr. Macdonald. Yes; I know how the thing worked. I don't know what happened.

Dr. Anderson. The proposals went before the panel and a decision has been made to fund a project. But what I would like to say is that the real problem in implementing any recommendations is the fact that the money is not there. We received some 73 proposals and we only had money to fund 1 series at best. That is part of the problem.

It is also my concern for what may happen with the recommendations from the women's task force. If the money is not there, we really cannot implement the report.

I would just like to say I think it goes back to what I am suggesting about getting all of the entities together. You are aware of the fact that much of the money in this bill and much of the money which the corporation gets from the Federal Government goes directly to the local stations and, therefore, it becomes very important for all of us to recognize that there is a problem and for all of us to work hard to make a strong comment to solve this problem.

Mr. MACDONALD. Thank you very much.

Mr. BENJAMIN. May I put in a word for the lady who spoke? She is a minority ethnically, I suppose, and also the only lady on our board, but not a minority in influence, effectiveness, or contributions. She is more than equal to most of us and she is now going to be helped somewhat by having cohorts, two other women and one other black to be on the new board, if confirmed.

Mr. MACDONALD. My last question, and I am kind of filling in, and there is no sense in starting with the other group and having to shut them off when the bells ring, so I could ask it privately, but I will ask it publicly and adjourn and come back about 1:30.

At the last overview I indicated on behalf of the subcommittee, and I thought it would be a good idea if you could hold open board meetings.

I have pictured the typical corporation meeting at the Harvard Club, you know, with vests and all of that, I thought. But have you given any more thought about opening up those positions?

Mr. BENJAMIN. I promise you, Mr. Chairman, when the new board is created and in office, I will propose it as my recommendation to them, but I stress how independent each director feels himself to be, so I didn't want to sound like a dictator. I would put it through, but I am interested in how you feel.

Mr. MACDONALD. But you do have that uppermost in your mind?

Mr. BENJAMIN. Yes, sir, a promise is a promise.

Mr. MACDONALD. Is a promise. No; I know you mean it and I am delighted to hear it. Thank you very much, gentleman, for your testimony.

This afternoon we will start at 1:30 with the other part of the group and go as far as we can.

[Whereupon, at 12:15 p.m., the subcommittee recessed, to reconvene at 1:30 p.m. the same day.]

AFTER RECESS

[The subcommittee reconvened at 1:30 p.m., Hon. Torbert H. Macdonald presiding.]

Mr. MACDONALD. The hearing will resume.

Our first witness this afternoon is Mr. Ralph Rogers, accompanied by Mr. Hartford Gunn, and both from the Public Broadcasting Service, and Mr. Sidney James of WETA, the local public broadcasting station here in Washington, and Mr. Leonard Rosenberg, chairman of the Maryland Center for Public Broadcasting.

Welcome, gentlemen. You may proceed in any order you see fit.

STATEMENT OF RALPH ROGERS, CHAIRMAN OF THE BOARD, PUBLIC BROADCASTING SERVICE; ACCOMPANIED BY HARTFORD N. GUNN, JR., PRESIDENT, PUBLIC BROADCASTING SERVICE; SIDNEY JAMES, CHAIRMAN, GREATER WASHINGTON EDUCATIONAL TELECOMMUNICATIONS ASSOCIATION; AND LEONARD ROSENBERG, CHAIRMAN, MARYLAND CENTER FOR PUBLIC BROADCASTING

Mr. ROGERS. Thank you, Mr. Chairman.

Hartford and I have prepared and are submitting to you the formal report of PBS, Public Broadcasting Service. It is contained in 50 pages which we would ask to have inserted in the record.

In addition, because your committee expressed a special interest, we are submitting a detailed report of 80 pages on minority concerns and actions, which we ask also to be put in the record.

The remainder of our presentation is in two parts. First, we shall present a brief overview of what public television programs look like today.

In this short presentation there is no way to do justice to the many hours of instructional programing which every day provide formal and informal education, literally from the cradle to the grave. By that I mean that we provide educational programs for children before they reach school age. We continue during their school years through the university level. Then we provide programs for adults who are no longer in the formal educational stream.

Similarly, we provide cultural programs which include theater, dance, symphony, concerts, operas, and the other performing and visual arts.

Nor could we cover in such a short time those many vocational interests which appeal to large numbers of people in the aggregate, although small segments of the population in each individual case. These cover the whole gamut from chess to cooking to home and car repairing.

Mr. MACDONALD. What was that?

Mr. ROGERS. These cover the whole gamut from chess to cooking to home and car repairing.

Mr. MACDONALD. Car repairing, yes sir, excuse me.

Mr. ROGERS. Finally, you will catch a glimpse of public affairs programs which concern every man, woman, and child in this country.

Following the videotape presentation we will have a brief summary of our position on the bill itself.

Mr. MACDONALD. Starting with first things first, for the record, that was Mr. Ralph Rogers, chairman of the board of governors of the Public Broadcasting System. Without objection the material which he requested to be inserted in the record will be inserted in the record after the statement of the Public Broadcasting Service by Mr. Rogers and Mr. Gunn. Off the record.

[Discussion off the record.]

Mr. ROGERS. Mr. Chairman, the report on minority concerns and actions, which takes 80 pages, we thought to be desirable because it contains very little philosophy and a great deal of detailed facts on exactly what is being done and how it is being done.

Mr. Macdonald. Right. Both, despite my remonstrating off the record there are some unavoidable expenses dealing with the Congress and we are delighted to have both reports. I notice that you have a sort of condensed statement, Mr. Rogers. Would you care to give that?

Mr. Rogers. What I would like to do, Mr. Chairman, I would like, with your permission, to show this video tape first so you can see what the television programs look like today and then I would like to give my statement in answer to your question.

Mr. Macdonald. Well, since I am the only Member here and I am a pretty faithful watcher of public TV, I would suggest, Mr. Rogers, that we wait until we get all of the verbal testimony in and then, if the bells go, because we are in session and we have four bills now on the floor, that at the conclusion of the verbal testimony we then will see the picture.

Mr. Rogers. That is fine.

Mr. Macdonald. Which I know you have put a great deal of time into it and I know it to be very fine and helpful, but I just happen to watch public TV quite a lot and am quite familiar with most of it.

Mr. Rogers. Fine. You will recall that the board of governors of PBS is elected by the television licensees to make policy and represent the stations at the national level. Local responsibility and authority are vested solely in each licensee.

Representative of members of the board of governors, here at the table, are Mr. Leonard Rosenberg, who is the chairman of the board of the Maryland Center for Public Broadcasting—that licensee has three television stations, a translator, and a new television station which will make its fourth station which is about to go on the air—on my right, and Mr. Sydney James who has served and is just coming to the end of his term as chairman of the Greater Washington Educational Telecommunications Association, and who has served as a member of the board of governors and its vice chairman.

Congress is besieged by people who are looking for Federal funds. In a great many cases, the cause which they espouse are logical and worthwhile. Nevertheless, there is just not enough money available from the taxpayers to meet all of the requirements for this infinite number of proposals.

Today we are making a proposal to the Congress which is unique. We are saying to you that even though everyone recognizes that the Federal Government should supply adequate funds for a first class public television system for the people of the United States it has not been possible for the Congress to do that up to this point and it probably won't be possible for it to be done any time soon.

Here is our unique proposal. We say to you that the people of the United States will provide the funds to operate a first-class public television station in each community where the people want such service. We ask of the Congress that the Federal Government offer an incentive of 40 cents in Federal funds for every $1 which the American people provide in non-Federal funds.

Putting it another way, out of each $1.40 which goes into public television, this incentive we are asking Congress to set up is approximately 28 percent of the total, with the other 72 percent coming from non-Federal sources.

If every program which came before the Congress were to ask for funds on this basis, the budget of the United States would be far smaller. Since program sponsors would have to raise the bulk of the money outside the Federal Treasury, the care with which the money was expended would be much greater. Then you, who devote your life to public service, would have a much more satisfying feeling at the end of each day.

At this point I should normally present the fundamental case for public broadcasting. However, I feel that such a presentation is superfluous as the local licensees, through their organization, the Public Broadcasting Service, endorse without exception the presentation of our case made before the break today by the distinguished chairman of the board of the Corporation for Public Broadcasting.

In my capacity as chairman of the board of governors of the Public Broadcasting Service representing virtually every one of the Nation's public television licensees, I am authorized to endorse this bill, subject to one exception, which I will set forth in a moment.

The importance of having 5 full years of funding cannot be overemphasized. Only with 5 years of funding will public television be able to plan intelligently, to develop responsive, creative, innovative and quality programing, to provide the stability necessary to attract talented professionals, to engage in training programs, to experiment and to gain appropriate insulation.

When we speak of insulation we mean it literally. To what avail do we insulate public broadcasting from the White House or Congress unless we simultaneously insulate it from individuals, special interest groups, no matter how worthy, from bureaucrats at any level, local or national, from business and labor, from anyone and everyone but the people of each local community who have the sole responsibility for what goes out over the air of their local licensed broadcasting station.

The best safeguard we have is for each local community to decide for itself what services a station will or will not offer. If the people of those communities are dissatisfied, then the licenses of those stations should be challenged according to regulations which have been established. It goes without saying that this committee has the right and duty to call for oversight hearings whenever the occasion warrants.

But make no mistake. Unless public broadcasting has anything but absolute insulation from all pressure groups, with the exception of the communities it serves, it will never realize its potential. We submit that the bill before you today will provide such insulation.

The single point of difference between the bill as submitted by the administration and the needs of the people as represented by the licensees has to do with the ceiling. The bill submitted by the administration specifies a ceiling from $70 million in the first year to $100 million in the fifth year. Frankly there should be no ceiling in the bill, just as no guaranty of a fixed sum is required by the bill.

Nevertheless, all of us recognize that it is unrealistic to expect no ceiling. However, we do submit that the ceiling be sufficiently high to provide a real incentive for the stations to generate substantially greater income than has been achieved up to this time and to come as close as possible to what we see as public television's needs over the next 5 years.

On this basis, we urge that the ceiling be increased to $88 million for the first year, $130 million for the second year, $121 million for the third year, $140 million for the fourth year, and $160 million for the fifth year.

There is no guarantee that the local stations will be able to generate sufficient funds which, under the match of 40 cents in Federal funds to $1 of local funds, would enable public broadcasting to reach these ceilings.

Equally important, you in the Congress and those in public broadcasting must recognize that this bill does not guarantee one single dollar of Federal funds until after it has been proven that $2.50 in non-Federal funds have been raised and paid in through the efforts of the local licensees. So you can readily see the wisdom of providing an incentive for local fund-raising efforts.

The men and women who serve public television on the boards of its stations have asked me to convey their special thanks to you, Mr. Chairman, and to each and every member of this subcommittee. It is your steadfast support which will enable this legislation to gain virutually unanimous approval from both Houses of Congress and from the administration.

The millions of families who today recognize the necessity for a strong and independent public broadcasting service are ready to help you demonstrate that this institution is truly The People's Business.

[The prepared statement of PBS and the report on minority concerns and actions follow:]

STATEMENT OF THE PUBLIC BROADCASTING SERVICE, RALPH B. ROGERS, CHAIRMAN, BOARD OF GOVERNORS, HARTFORD N. GUNN, JR., PRESIDENT

The legislation before this Subcommittee has been sought by public broadcasting since the Public Broadcasting Act of 1967 became law. H.R. 4563 could provide the framework for public broadcasting to gain the financial security and insulation from inappropriate external pressures which it must have if it is to fulfill its potential effectively to serve the needs of a multifaceted culture.

H.R. 4563 is a particularly appropriate vehicle for the funding of public television because it requires the industry to strengthen and renew its bonds with the public. The federal assistance represented by this bill is dependent—by virtue of its matching-fund provision—on the generation of support from viewers themselves, from local and state governments, and from other non-federal sources. It is only after public broadcasting has demonstrated its support from these sources that federal funds will be available to it. We believe this matching feature, combined with the five year duration of this bill, are essential to the health and vitality of public television.

For more than 20 years, the people of the United States have been patiently developing their own institution of public television. They have accomplished this out of their own pocketbooks and with the support principally of state and local governments, foundations and private industry assisted by the federal government. In spite of the lack of funds and the tedious programing which sometimes has resulted, in spite of misunderstandings and trying problems, the people of this country, who have occasionally received a quick glimpse of the potential of public television, have never lost their vision of what an effective non-commercial television service should be.

What has evolved in these 20 years is a dynamic service agency constructed of many parts whose backbone is the now more than 20 million families who use the programs offered by the 151 public television licensees in the United States.

There is no need to trace public television from its beginning. Indeed, the records of the House of Representatives contain the history in great detail.

What is necessary, as we consider this landmark proposal for five full years of assured federal support, is to recall those parts of that history which have special significance today and the principles on which public television has been developed.

> From the moment of its conception, public television has been a community-based institution, dependent for most of its enthusiasm, effectiveness and financing on the communities which it serves. It is an institution built on the public television stations themselves. It is uniquely American.
>
> Since the first public television station went on the air in 1953, this institution has always had a fundamental commitment to the principle of education, formal and informal. Public television has described itself in a variety of ways, but always at its core has been this principle of education, to be served in many different ways based on the different needs of the viewers.
>
> Public television has always sought to provide a program service which meets needs not generally served by commercial television.
>
> For the first decade of its existence, local financial support was supplemented by the Ford Foundation which provided seed money for communities interested in establishing a public television station. So great was the demand, however, that the federal government, after careful analysis of its proper role, agreed through the Educational Facilities Act of 1962 to supply part of the start-up funds necessary for establishing new stations and improving the technical capacity of already existing stations. This matching program has been highly successful in drawing local commitment and expanding the reach of public television.
>
> In answer to an increasing demand for improved programming services, the Carnegie Corporation established the Carnegie Commission on Educational Television. In 1966 that distinguished Commission released its report which endorsed public television as a necessary American institution, called for greater federal support of programming and other services on a long range guaranteed basis through the establishment of a Corporation for Public Broadcasting, and demanded for the young institution absolute insulation from any inappropriate pressure.
>
> Although Congress called for the creation of an independent Corporation for Public Broadcasting through the Public Broadcasting Act of 1967, the Corporation has not yet been able to gain the long-range funding and through that funding the stability and insulation it was meant to possess. Perhaps in hindsight, the federal government can be judged to have acted wisely in withholding a long-range commitment until now, for the trials born of uncertainty and hardship have hastened the maturation process of the system, and have proved in the face of overwhelming odds the ability and capacity of the Corporation and public television to serve.
>
> The public television licensees and the Corporation have together settled on a *modus videndi* which supports the principles outlined above.

Together, CPB and the national representative of the public television licensees—the Public Broadcasting Service—petition you today for a five-year funding plan which would:

1. Enable the orderly growth of this dynamic institution and supply the planning time so necessary for improved services;
2. Match each $2.50 in non-federal funding with $1.00 in federal funds so as to use federal funds as encouragement to the institution to remain essentially local while helping the institution to solve some of its pressing financial needs;
3. Guarantee insulation from an inappropriate pressure; and
4. Provide funding for five years with two safeguards: adequate ceilings on the available federal funds and oversight hearings by this body as necessary.

In considering this bill, we believe you must have answers to two basic questions: "Who will public television serve?" and "How will public television serve?". The answer to these questions provides the heart of the testimony which follows.

WHO WILL PUBLIC TELEVISION SERVE?

The question "Who will public television serve?" must be answered in three steps. First, how many American people can receive a public television signal that is technically comparable to other signals they can receive? Second, of those who can receive an acceptable signal, how many are using the public television service and who are they? Finally, how will five year funding at adequate levels enable us to better serve all the diverse people of this country?

1. Receiving A Public Television Signal

When Congress passed the Public Broadcasting Act of 1967, public television was basically a cottage industry. The population actually within range of public television stations was relatively small, and only a few of the people who could be reached by public television were aware that it existed. Still fewer actually used its program services.

In 1974, largely because of the federal matching facilities program, public television provided, theoretically, a grade B signal to over 183 million Americans, 90.6 percent of the total 1970 population. When stations presently under construction or being planned become operational, an additional 3.6 million people will be within public television's reach. By 1980, public television, if it continues to grow at its present rate, will number 191 stations, theoretically able to serve 189.5 million people.

These theoretical figures, however, present a vastly inflated image of the number of people actually able to receive public television signals. They do not reflect the fact that UHF signals are drastically affected by geographic features so that millions of people theoretically within the Grade B range of a UHF station cannot receive its signal at all. Since 61 percent of all public television stations are on UHF frequencies (channels 14 through 87) at least 13 million homes in the nation are denied service because they are incapable of receiving UHF stations now in operation. In fact, mainly due to the UHF problem, public television now effectively reahces only an estimated 60 percent of the nation's population.

As a result of its studies, PBS is spearheading a move by public and commercial UHF broadcasters to press for reform. We will be talking more about UHF and the potential reach of public television when we appear before you again in several weeks to testify on federal facilities legislation.

However, it is important for you to understand in the context of this hearing the enormous problem television confronts with so many UHF stations. By 1980, merely by improving this state of art in UHF, we hope to be actually reaching between 80 and 90 percent of the population with a satisfactory signal.

2. The Public Television Audience

In addition to expansion through technical improvements, we expect that the growth of public television will continue to be characterized by an increase in the number of people who watch its programs. Audience surveys indicate that during 1974 almost 22 (21,700,000) million families viewed at least one public television program each week and that the average family watched just over three hours (three hours, nine minutes) each week. About 33 million families watched at least one public television program each month.

An important aspect of this growth is the diversity and particularly of the tastes and needs these families represent. These millions of viewers include people in all economic and social classes, ethnic and racial groups. In 1974 public television reached at least one-third of the families in every occupational category, from professionals to blue collar workers; at least one-third of all households regardless of the educational level attained by its head, at least one-third of the households without young children and more than half of the households with youngsters; and one-third of the families with less than $10,000 annual income and more than half of all families with annual incomes over $15,000.

In addition to its general commitment to serving the varied needs of a cross section of American people, public television has a unique opportunity, and hence obligation, to help meet the needs of minorities and women. Members of these groups require special attention—beyond the service they receive by virtue of their interest in the many cultural, educative and public affairs programs public television regularly offers—to offset their unique problems which result from centuries of prejudice and neglect. Because of the importance which we, this Committee, and the Congress ascribe to public television, service to minorities and women, we have addressed this matter in a separate detailed report which is appended to this testimony.

3. How Adequate Five-Year Funding Can Help

While we are pleased with the increasing number of viewers who are turning to public television, we are also aware of the continued challenge. As we refine our ability to reach more of the people during the next five years, we will be intensifying our efforts to serve those people for more than an average three hours each week. We believe their lives can be enriched by our programs. We are persuaded that adequate levels of guaranteed funding will enable us to program effectively, the better to serve all the people.

On the national level adequate five-year funding will give us the flexibility necessary to bring about changes in certain aspects of the industry that impede our service, such as the UHF receiver and home antenna problem. (Of course, the solution to the problem of inadequate tower height, transmitter power and similar problems will require a substantial boost from the Educational Broadcasting Facilities legislation which will be considered separately by this Committee.) Moreover, adequate funding and stability should enable us to foster an ongoing public awareness of our services that will aid in bringing people to those aspects of our service that are most pertinent to their needs. Such stability may also provide us with an opportunity to develop appropriate mechanisms to determine which of the various needs of this diverse population can best be served by national programming efforts.

On the local level, individual stations and their communities would naturally benefit from that flow of activities and services provided on behalf of the licensees on the national level. Moreover the increased funding that would flow through to the stations in unrestricted grants will enable them to devote resources to better ascertaining and understanding the needs of their communities, to making the various elements of their communities aware of the services they can enjoy and to programming in better service of those needs.

HOW WILL PUBLIC TELEVISION SERVE?

Public television now serves the American people through three major entities—the individual public television licensees; their national representative agency, the Public Broadcasting Service and the Corporation for Public Broadcasting.

CPB is a federally-financed private corporation charged with providing leadership and direction to the public broadcasting system. CPB's Board of Directors is appointed by the President and confirmed by the Senate. It is charged with insulating public broadcasting from external pressures, providing for the operation of one or more interconnection systems to distribute programs to the individual stations, making grants to the stations and to program producers and otherwise assisting in the growth and development of a public broadcasting system attuned to and serving the needs of the public.

PBS is controlled by its member stations who own it and who determine what services it will provide. Governed by 25 lay representatives of the boards of trustees of its member stations and by a board of 25 station managers, PBS distributes national programs over an electronic interconnection and operates a national program library. A full listing of PBS board members is attached.

These three entities are designed in such a way that all decisions, even those with more than local impact, are based on the needs and wishes of the individual communities which each station exists to serve. Therefore, it is the public television stations, individually and in sum, which form the bedrock of this public institution.

1. The Stations

The Carnegie Commission, the Congress and the public broadcasting family have recognized that the institution's success rests primarily on the establishment of strong stations. Hence, the first part of the answer to the question "How will public television serve?" must be based on the stations themselves.

The creation of these public stations was made possible when the Federal Communications Commission in 1952 set aside 242 television channels exclusively for non-commercial educational use. The first such television station, KUHT in Houston, began operating the following year. Today there are 253 public television stations licensed to 151 licensees. These stations serve communities in 48 states, Guam, American Samoa, Puerto Rico, and the Virgin Islands. The only states without operating public television stations are Montana and Wyoming, although a station is now being constructed to serve Butte, Montana. In addition, there are 15 UHF and 7 VHF construction permits outstanding for new public television stations.

Each of these stations is licensed by the Federal Communications Commission and is subject to its jurisdiction. Of the 151 existing licensees of public television stations, 56 licensees are nonprofit educational community organizations, 16 are local school boards, 27 are state educational entities or educational television commissions, and 52 are institutions of higher education, of which most are state or community supported. A full listing of the stations is attached.

How do these stations serve their communities? Each public television station serves its community by broadcasting a mix of local and national programs that is tailored to meet the needs of its community.

2. Local Programing

During 1972, the last year for which we have exact data, public television stations broadcast a total of 710,303 hours, an average of 68 hours each week by each station. Both the total and the average have since increased and will continue to increase if adequate levels of funding are sustained.

The interesting part of these figures is that only 39 percent of the total was supplied by the national interconnection service, 21 percent was produced locally for local use and the remaining 40 percent was acquired from state and regional networks and other sources by individual stations.

Although the institution of public television is most often judged on the basis only of its nationally distributed programs, the discerning observer or critic looks to station broadcast schedules before reaching conclusions about the balance and the effectiveness of the total offering. No two stations in this uniquely local enterprise serve their communities in the same way.

There are many examples of local excellence, including Nebraska's University of the Air, Jacksonville's coverage of local government, Connecticut's coverage of state government, and San Francisco's public access programming which provides a forum for many who normally have no access to television. Other examples of excellent local programming include Columbus, Ohio's series on aging, Denver's programs about Native and Mexican Americans, South Carolina's programs on job information for the unemployed, New Hampshire's informational broadcasts on a proposed oil refinery, and Chicago's documentary on restaurant inspection in Illinois.

Many stations are not presently capable of matching this excellence or of offering this quality of service on a consistent basis, despite their creative energy and genuine commitment to serving the public at the level of excellence it has a right to demand in every way possible. Increased assured funding would make an enormous difference in their chances for success. The exciting aspect of adequate five-year funding is that its passage will bring stations' resources in much closer approximation to their needs.

3. Stations' Financial Resources

The average public television station operates on less than one-third of the funds used by commercial television stations. In 1974, the average public television station had an income of about $955,000; larger stations had budgets of approximately $4,000,000 while the smallest had a budget of $93,000. In comparison, during the same period the average commercial station enjoyed revenues of about $3,650,000. These figures clearly demonstrate that the public television station must, even after receiving some federal support rely on meager resources to serve the needs of its community.

The primary source of income for public television stations is local and state tax revenues. During 1974 these sources accounted for approximately 61 percent of the total public television income. Of that amount, 22 percent was obtained from state governments, 12 percent from state boards of education, 11 percent from school boards, 10 percent from state institutions of higher education. The dependence of each individual public television station on each of these sources of income varies. Stations licensed to community organizations are more dependent on support from the public, business, industry and foundations than those stations licensed to state or education agencies.

Rarely do these sources of funds provide the flexibility necessary for launching new projects or improving established projects. Thus, one of the keys to a station's ability to increase its service has been the Community Service Grant Program of CPB.

The impact of adequate five-year funding will be significant to the stations in two ways. First, if the bill has adequate ceilings, it will provide through the matching concept an incentive for generating local support. We believe this incentive will be significant in raising the level of local support for our stations. Second, adequate five-year funding will provide the stations with increased resources and planning stability through the Community Service Grant Program.

4. Community Service Grants

On an annual basis, the Corporation for Public Broadcasting provides an unrestricted community service grant to each station. These grants, which CPB has been able to increase from $5 million to all stations in FY 1973 to over $24 million in FY 1975 in line with the increase of the federal appropriation, often provide the difference between mediocre service and adequate service and as often enable a station to refine some aspects of its service to a high level of excellence.

CPB has agreed to distribute not less than 45 percent of its federal funds directly to the stations in the form of unrestricted community service grants at the $70 million funding level and 50 percent at $80 million. Therefore, the adequacy of each station's unrestricted funds will be largely determined by the level of funding available under H.R. 4563.

The amount of the community service grant which each station receives is determined on the basis of a formula recommended to CPB by the stations. The formula considers primarily the station's operating budget and audience size. However, to assure that stations remain essentially local, the formula provides that no community service grant can exceed 50 percent of a station's operating budget.

The size of the community service grants ranged from $50,000 to $650,000 in FY 1975. Although each station is guaranteed a basic grant, each must satisfy certain objective operating criteria in order to be eligible to receive a full community service grant. These criteria, established by CPB in conjunction with the stations, are designed to create a further incentive to stations to provide a certain objective level of service to their communities. Such as hours of broadcast numbers of full time employees, and similar criteria.

The apportionment of these unrestricted grants are the basis of objective standards rather than subject or performance criteria guarantees the stations freedom from the influence which a centralized source of funds could wield. We believe the Community Service Grant Program is one of the essential elements of a free and community oriented public television system.

These community service grants are essential to the growth and development of public television stations and are an important element in raising the level of quality of the stations' service. They provide the stations with discretionary funds which have been and can be used for the creation of new programs, the generation of new ideas, the acquisition of national programing, the development of training programs and a host of other purposes necessary to a responsive public television station. Small stations especially rely on these funds for basic operating expenses.

Over the past several years, stations have used 69 percent of these grants to increase broadcast hours, local program production, and to acquire additional programing and related program services. Seventeen percent went to increase public awareness of programing and to improve fund raising, 10 percent went to general station improvements and staff training, and 4 percent to capital expenditures.

Increasing the level of these grants will enable stations to engage in creative work services now foreclosed to them. Similarly, providing a reasonable assurance of the level of those grants, through the adoption of this long-range funding bill, will provide the individual stations with an enhanced degree of insulation from external economic pressure and provide them with the freedom to meet the needs of the public as they and the people they service believe those needs should be met.

If H.R. 4563 were to become law with the ceilings proposed by the industry—$88, $103, $121, $140, and $160 million—and if the industry were capable of utilizing the incentive provided by the bill and servicing the communities well enough to generate the local support necessary to reach the ceilings, then the Community Service Grant Program would result in minimum grants to the stations of $44, $51.5, $60.5, $70 and $80 million. Such a program can serve as a distinct catalyst to enable the stations to significantly increase their service to their communities.

If an effective long-range funding bill is accompanied by a strong federal facilities program, more and more stations will be able to attain an otherwise unrealizable level of production excellence and community service.

5. PBS and National Programming

As we indicated earlier, the stations serve their local communities through an individually tailored mix of local, regional and nationally distributed programs. Recognizing the need to foster the local option for stations to choose those programs that best serve its community, the industry has organized itself to be responsive to the particularized needs of the individual stations. Thus, it must be borne in mind that the national services are controlled by and operated according to policies developed by the stations. In a multitude of ways, five-year funding with adequate ceilings will help to provide for the realization of a superior national program resource designed for and controlled by the stations.

The national program service has always been envisioned as a resource for the stations, developed to provide the kind, variety and quality of programming which is beyond the capacity of the individual stations or which logic and economics of scale require to be produced on a national basis. The uses of the national service are to be determined only by the stations. The present national system, designed to achieve these goals, comes as close to that ideal as the technical limitations of the present interconnection system, the capacities of the stations and the level of funding permit.

PBS now provides an interconnected program service to virtually all the public television stations in the continental United States. Through a combination of leased facilities from AT&T and extensive locally-financed distribution systems, stations can receive simultaneously the programming distributed by PBS. During 1975, PBS expects to distribute at least 3,348 hours of programming or an average of 42 hours per week. Of the program hours distributed weekly, educational programs will constitute about 54 percent of the schedule, cultural programs about 28 percent, and public affairs about 16 percent. Of all these programs, about 11 percent will be programs specifically targeted to minorities and women. This does not include numerous general interest programs on which issues of specific interest to minorities and women were discussed, or which featured minorities and women in leading roles. Nor does the figure include "Sesame Street" or "The Electric Company".

This use of interconnection system reflects a substantial increase over the 11 weekly hours of programming which PBS distributed when it started operating in the summer of 1970. In addition, the national program library last year distributed an average of 162 hours of programming each week.

Obviously, no station used all of these programs. The programs are a resource, and contribute to each station's potential to build an effective service for its community. As envisioned by the Carnegie Commission and the Congress when it passed the Public Broadcasting Act of 1967, this program resource reflects and will continue to reflect in increasing ways a diversity of programming and program sources.

During 1975, PBS distributed new programs produced by 33 stations, in addition to repeats of programs from a number of other producers. By comparison, in 1971 only 26 stations contributed to the national program service and then the lion's share of the programming came from eight sources. In addition, PBS distributed programs which are not produced by stations; among the better known independent producers are the Children's Television Workshop ("Sesame Street", "The Electric Company", and "Feeling Good") and Family Communications, Inc. ("Mister Rogers' Neighborhood").

If five-year funding with adequate ceilings is made available to public television the quality, diversity and amount of programming that will be available for local stations to use at their option to serve their communities will increase significantly. More and more programs will reach the standards set by such currently distributed series. As "Theatre in America", "Bill Moyers' Journal", "International Report", "Women", "Arabs and Israelis", "Black Journal", "Nova" and "Villa Alegre", and specials such as "Drink, Drank, Drunk", "World Hunger: Who Will Survive", "The Weather Machine", and "Clarence Darrow". These programs and other like them have been made possible with scanty, unstable funding and quite inadequate and varied planning cycles.

In addition to enchancing the quality and diversity of the national program resources, passage of a five-year funding plan with adequate ceilings will enable us to develop ancillary services to meet the needs of the people. For example, PBS is currently testing and refining a system to broadcast "hidden captioning" which can be decoded at specially equipped home receivers so that persons with hearing impairments can more fully enjoy television. PBS has also developed a system for delivering high quality four-channel audio as part of the basic video picture. In addition, of course, four-channel audio would enable us to provide simultaneous multilingual programming.

Also, with adequate funding, more programs of basically a general characteristic, such as "The Ascent of Man", can be used in a dual capacity. For example, "The Ascent of Man" has become the basic for college credit courses for over 23,000 students enrolled in 250 colleges and universities. It has also been used by high schools; over 30,000 teachers have received specifically prepared study guides for this purpose.

Clearly the five-year funding under consideration does not contain the sums necessary to provide full educative services to the American people. It can however, help us to provide more excellent programs for which supplemental materials can be created so that the programs can be the source of either casual enrichment or serious learning.

Finally, PBS does not require its members to carry any particular amount of national programing. Nor does PBS require stations to carry programs at the times they are distributed by PBS. To enhance each station's ability to record and play back nationally distributed programs at times chosen by the stations to best serve their communities will require a considerable amount of capital expenditure which we will be discussing with you in the hearings on facilities legislation within the next few weeks.

6. Program Funding

Funding for national programming comes from a variety of sources. These include CPB, foundations, private industry, the Department of Health, Education and welfare, the National Endowment for the Arts, the National Endowment for the Humanities, and the stations themselves.

Approximately 30 percent of the FY 1975 programming was funded by the Station Program Cooperative. The Cooperative was formed in FY 1974 to create a market in which the local stations determine by their dollars which of the national programs they choose to offer their audiences. Funding for the Cooperative was made possible by the increase in FY 1974 and in FY 1975 of the size of the Community Service Grants as well as by matching grants to the Cooperative by CPB and the Ford Foundation. The likelihood that matching grants from the Ford Foundation will not be offered in coming years makes an increase in Community Service Grants and the continuing participation of CPB vital, if the Cooperative is to be continued.

In the 1974 Cooperative, 151 licensees, many of them in consultation with viewers, chose 25 series totalling over 600 hours of programs. Those programs were produced by 15 stations and production centers. Through the Cooperative, stations pledge funds for only those particular programs they wish to broadcast. If a sufficient number of stations select the program, it is purchased by the Cooperative with the cost of the program borne by those stations selecting it. In total, the 1974 Cooperative funded $14 million worth of programming, of which 48 percent was for educational and children's programming, 21 percent for cultural programs, 32 percent for public affairs programming, and 5.5 percent for programs targeted to women and minority audiences.

The second Cooperative is presently in the process of selecting programs for the 1975–76 television year. It is anticipated that it will fund approximately $18 million worth of programming.

Experience with the Cooperative has established it as a viable method of enabling the stations to select national programs. It has demonstrated that it can assure effective participation by the stations in national programming decisions, enable those stations to use their funds with greater impact, and provide the public with meaningful national programs. The Cooperative reflects the practical melding of the effort to serve individual station needs with the need for an effective national system.

Sources of most national programs not purchased through the Cooperative are CPB, foundations and private industry. During 1974, these entities were responsible for $32.2 million worth of programs. In total, these sources provided some 465 hours of national programming.

It is interesting to take a moment to examine the national program budget of CPB for FY 1975. Of a total of $11.6 million, $4.5 million was allocated to the Station Program Cooperative, $281,000 to improvement of existing programs, and $100,000 to program promotion. Twenty-nine percent of the remaining $6,221,815 was invested in programming for minority audiences and women.

Public television recognizes its obligation to serve the unique needs of these audiences with specialized national programming. While public television carries and has carried many programs—such as Soul, Black Journal, Black Perspective on the News, Villa Alegre, Carrascolendas and Women—directed to these audiences, it also recognizes that more needs to be done. A more detailed description of our efforts in this area has been included in the appendices.

CPB also has set aside $1,577,548 in 1974 to fund development and piloting of new programs. Experience over the past five years has clearly established the need for such funds. It is only through the full development of a program from its conception through a pilot that the utility, real cost and quality of that program can be fully evaluated.

Generally speaking, the quality of national programming has improved year by year and has, in instances, risen to a dramatic level of excellence. Yet, these accomplishments have been attained against a backdrop of insufficient and uncertain funding, a situation which has caused a lack of consistency in services.

While public television's record is not perfect, and there are unquestionably areas which need improvement, its record of service is one of which the system can be proud and which points to the excellence and quality of service which public television can provide. However, there is still much to be done if public television is to realize its potential.

LONG RANGE FEDERAL FUNDING

In the preceding sections of this testimony we have attempted to give you a feeling for the philosophical underpinnings of public television and its dedication to serve the various communities in this country through a high quality useful program service—a program service made up of a mix of local and national programs that will contain many different programs which when combined serve all of the people.

But, as we all realize, it takes some stability and financial resources to translate dedication and good intent into consistently high quality service.

Public broadcasting has suffered, almost from its inception, from inadequate and uncertain funding, particularly at the federal level.

Since 1967, when the Public Broadcasting Act was passed, public broadcasting has had to operate with short authorizations, low appropriations, two continuing resolutions and even one veto. Intelligent planning and development requires assurance as to the level of funding to be expected.

Uncertainty as to funding levels precludes experimentation and the development of new programs involving creative ideas and approaches. Uncertainty also precludes the creation of training programs, including programs designed for minority groups, and makes it difficult to attract and retain quality personnel. Uncertainty also subjects the system to pressures from a variety of external sources from whom stopgap funding must be sought each year.

This is true on the local as well as national level, for federal funding—while constituting only approximately 20 percent of the institution's total funds—has an impact far in excess of its dollar amount. The level of federal funds affects the monies available for distribution to the local station as well the nature, type and quality of national programming which will be made available to those stations.

Federal funds are essential to the development of creative, innovative, responsive and responsible local service. They constitute a crucial source of the individual station's discretionary income—income it can devote to new, responsive programming, to raising public awareness of public television and to a variety of other needs essential to effective service. Assured federal funding at adequate levels would lessen if not obviate these problems; such funding is vital if public broadcasting and the individual public broadcast stations are to serve the American people effectively.

The importance of long range federal funding to the success of public broadcasting has been emphasized every year since the Carnegie Commission Report was published. It has always been anticipated that such a plan would be devised.

Since no plan had evolved by 1972, public broadcasting itself formed a Long Range Financing Task Force which consisted of representatives of every facet of the public broadcasting community. The report * of that task force was issued in 1973. It advocated a five-year authorization and appropriation based on a matching fund concept. Except for the level of federal dollars, the essence of the task force plan is the basis of H.R. 4563.

The importance of five full years of funding cannot be overemphasized. Only with five-year funding will the system be able to plan intelligently and to develop

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* *Report of the Task Force on the Long-Range Financing of Public Broadcasting*, Washington, D.C., 1973.

responsive, creative, innovative and quality programming. It takes time to develop and to bring program ideas to fruition. For example, it took four years to develop "The Ascent of Man," seven years for "The Adams Chronicles," three years for "Sesame Street," two years for "The Electric Company," more than two years for "Feeling Good," and it will take four full years to develop a new American drama project entitled "Visions."

Five years will also provide the stability necessary to attract talented professionals to engage in training programs, including programs designed for minority groups, and to experiment with projects which will bring financial gain to the system, such as more efficient distribution methods and more effective programming techniques. Five years will provide the security to experiment, to devote resources to new ideas and to venture out with new concepts for service.

Five years of guaranteed funding will also supply for the first time, appropriate insulation from the political process and from economic pressures. The Carnegie Commission Report and the reports of both the Senate and the House Commerce Committees on the Public Broadcasting Act in 1967 and since then, as well as floor debates in both Houses, have always stressed that a vigorous, responsive and responsible public broadcasting system has to be free from even the appearance of inappropriate influence from outside sources or from economic pressures. Long range funding offers that insulation. It will afford the public broadcasting system, on both a national and local level, the freedom to serve the needs of the American public, influenced solely by the needs, demands and responses of that public.

The matching fund concept of H.R. 4563 furthers that goal. It requires that public broadcasting raise $2.50 from non-federal sources before it can receive $1 of federal assistance. It is only if the industry can demonstrate that it has substantial support from the public itself that federal assistance will be available to it.

This matching fund principle also strengthens the concept of localism which is central to the entire institution.

That brings us to the matter of federal ceilings. The Administration bill proposes funding ceilings between $70 and $100 million for the five-year period. We believe these levels are substantially below those needed to achieve the bill's objectives—to provide sufficient assured funding to enable us to respond creatively to the needs of the public and to provide incentives to broaden its local bases.

First, the industry's Long Range Financing Task Force Report, which took two years to prepare and which attempted to avoid the usual blue sky "needs" approach ultimately determined that public broadcasting, to do the job it has been charged with by the Congress and the FCC, would need federal funds far in excess of twice the amounts called for in H.R. 4563. Moreover, that report was based on an assumption of a viable adequately funded facilities program.

Second, the income which public broadcasting expects to earn over the next five years would merit matching federal grants substantially in excess of the amounts provided in the Administration bill. For example, the system has earned approximately $220 million in fiscal year 1974. Under the 2.5 to 1 match, public broadcasting would have earned about $88 million in matching federal funds for fiscal year 1976. But under the proposed ceiling, the system would receive a maximum of $70 million in fiscal year 1976, about $18 million short of what the system would have merited for only normal growth and effort. Thus, the proposed ceilings provide little, if any, incentive to raise additional money above the present levels.

Third, the proposed ceilings do not allow for the effects of either growth in the system or inflation. Inflation alone, figured conservatively at six percent per annum, would neutralize any increase in income to the system which long range funding must provide. The addition of new stations if not accounted for would mean that the share of money which flows from CPB to the individual stations through the crucial Community Service Grant Program would actually be lessened for each station, so that an individual station's Community Service Grant would not increase commensurately with an increased federal appropriation to CPB. Accordingly, a substantial increase in the ceilings is necessary if the bill is to provide the assistance to the stations anticipated in the bill.

The ceilings we propose are based on estimates of projected station income, corrected for six percent inflation compounded annually and for the addition of new stations to the system. Since we expect that, with the proper ceilings, this bill will cause a greater effort on the part of the local stations to generate new sources of income, we have also added an incentive factor to the projected station income. This incentive fiugre amounts to approximately $25 million annually. Of course, an incentive factor would result in only $10 million in matching federal funds. On this basis, we urge that the ceilings be increased to $88 million in fiscal year 1976, $103 million in fiscal year 1977, $121 million in fiscal year 1978, $140 million in fiscal year 1979, and $160 million in fiscal year 1980.

We emphasize that these ceilings would be from appropriations only if the stations are performing at a standard high enough to earn the requisite matching funds from non-federal sources. That is, the system must raise $220 from non-federal sources to qualify for 88 million federal dollars, $258 million to qualify for $103 million, and so on. If this concept works, the people are both the supporters and the beneficiaries.

These ceilings will enhance our ability, on both national and local levels, to provide more responsive, creative, imaginative programing. Examples of services which the system is capable of providing and wants to provide on a more regular basis have been illustrated here today. With the increase in the ceilings we propose, we will be capable of providing quality programming with greater regularity than is possible today. However, if you adopt the ceilings in the proposed bill, program and station development would remain at a virtual standstill during this period and public television's promise of service will remain just that, a promise.

On behalf of the people we serve, we ask that you authorize automatic funding over a five-year period and that you maintain two safeguards: established, adequate ceilings of federal funds and the right to conduct oversight hearings as you wish.

CONCLUSION

The potential of public television to provide a unique service to the American public and the public's interest in such a service have been recognized since the Federal Communications Commission first allocated channels exclusively for noncommercial educational use. It was that potential and that interest which moved Congress to provide federal financial assistance in the construction of noncommercial educational television stations and to establish CPB to assist stations in providing high-quality services responsive to the needs of the people.

Assured funding at adequate levels is equally essential to the realization of public television's potential. The need for such funding, in terms of the type and quality of service which public television can offer, has been documented and demonstrated. The programs which have been mentioned here are examples of what an adequately funded institution can do. This legislation, if approved at the funding levels recommended by public broadcasting, coupled with a substantial facilities program for public television will enable us by 1980 effectively to reach between 80 and 90 percent of the American public with continually superior programming responsive to their needs.

The cost to the American people of realizing that potential is small at the federal level. Under our recommended ceilings for fiscal year 1976, public television would cost the American citizen about forty federal cents a year. That cost is only a fraction of the costs other nations pay for their public systems. The annual per capita cost of the BBC is $3.29, of Japan's NHK, $2.90, and of Canada's CBC, $7.70.

The American public has indicated its willingness to bear the greater part of the cost locally. For instance, the number of American families which make direct contributions to the operation of public television stations has increased steadily over the years. In fiscal year 1974, contributions of individuals and families amounted to $22 million, an average of $22 per family from one million households. While the figures are not yet in for fiscal year 1975, preliminary estimates indicate that the number of families and individuals has already increased another quarter of a million, a total dollar increase of $5.5 million. Additional thousands devote time and effort as volunteers, aiding public television stations by performing a variety of functions.

With improved programming and services made possible by long-range federal funding, with ceilings which establish meaningful incentives, we have every reason to believe that this local support of public television will increase, and increase dramatically. This demonstration of public television's acceptance by the public and of its potential to serve underscores its value to the country.

It is now in the position to increase its service, to expand its horizons, and to enhance its utility. To do so, it needs passage of H.R. 4563 with increased ceilings.

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STATE AUTHORITY LICENSEES

State	Station	Group
ALABAMA:		
Alabama Network:		
Birmingham	WBIQ/Channel 10	I-A
Cheaha State Park	WCIQ/Channel 7	I-B
Demopolis	WIIQ/Channel 41	I-B
Dozier	WDIQ/Channel 2	I-B
Florence	WFIQ/Channel 36	I-B
Huntsville	WHIQ/Channel 25	I-B
Louisville	WGIQ/Channel 43	I-B
Mobile	WEIQ/Channel 42	I-B
Montgomery	WAIQ/Channel 26	I-B
ARKANSAS: Little Rock	KETS/Channel 2	I-A
GUAM: Agana	KGTF/Channel 12	II
HAWAII:		
Hawaii Network:		
Honolulu	KHET/Channel 11	II
Wailuku	KMEB/Channel 10	II
IOWA:		
Iowa Network:		
Des Moines	KDIN/Channel 11	I-A
Iowa City	KIIN/Channel 12	I-B
Waterloo	KRIN/Channel 32	I-B
KENTUCKY:		
Kentucky Network:		
Ashland	WKAS/Channel 25	I-B
Bowling Green	WKGB/Channel 53	I-B
Covington	WCVN/Channel 54	I-B
Elizabethtown	WKZT/Channel 23	I-B
Hazard	WKHA/Channel 35	I-B
Lexington	WKLE/Channel 46	I-A
Madisonville	WKMA/Channel 35	I-B
Morehead	WKMR/Channel 38	I-B
Murray	WKMU/Channel 21	I-B
Owenton	WKON/Channel 52	I-B
Pikeville	WKPI/Channel 22	I-B
Somerset	WKSO/Channel 29	I-B
Louisville	WKMJ/Channel 68	I-B
LOUISIANA: Louisiana Network	WLPB/Channel 27	II
MARYLAND:		
Maryland Network:		
Baltimore	WMPB/Channel 67	I-A
Salisbury	WCPB/Channel 28	I-B
Hagerstown	WWPB/Channel 31	I-B
MISSISSIPPI:		
Mississippi Network:		
Biloxi	WMAH/Channel 19	I-B
Booneville	WMAE/Channel 12	I-B
Bude	WMAU/Channel 17	I-B
Greenwood	WMAO/Channel 23	I-B
Jackson	WMAA/Channel 29	I-B
Meridian	WMAW/Channel 14	I-B
Oxford	WMAV/Channel 18	I-B
State College	WMAB/Channel 1	I-B
NEBRASKA:		
Nebraska Network:		
Alliance	KTNE/Channel 13	I-B
Bassett	KMNE/Channel 7	I-B
Hastings	KHNE/Channel 29	I-B
Lexington	KLNE/Channel 3	I-B
Merriman	KRNE/Channel 12	I-B
Norfolk	KXNE/Channel 19	I-B
Omaha	KYNE/Channel 26	I-B
North Platte	KPNE/Channel 9	I-B
NEW JERSEY:		
New Jersey Network:		
Camden	WNJS/Channel 23	I-B
Montclair	WNJM/Channel 50	I-B
New Brunswick	WNJB/Channel 58	I-B
Trenton	WNJT/Channel 52	I-A
NEW YORK: New York City	WNYC/Channel 31	I-A
OHIO:		
Ohio Network:		
Alliance	WNEO/Channel 45	II
Cambridge	WOUC/Channel 44	I-B
Dayton	WOET/Channel 16	I-C
OKLAHOMA:		
Oklahoma Network:		
Oklahoma City	KETA/Channel 13	I-A
Tulsa	KOED/Channel 11	I-B

STATE AUTHORITY LICENSEES—Continued

State	Station	Group
SOUTH CAROLINA:		
South Carolina Network:		
Allendale	WEBA/Channel 14	I-B
Charleston	WITV/Channel 7	I-B
Columbia	WRLK/Channel 35	I-A
Florence	WJPM/Channel 33	I-B
Greenville	WNTV/Channel 29	I-B
SOUTH DAKOTA:		
South Dakota Network:		
Aberdeen	KDSD/Channel 16	I-B
Rapid City	KBHE/Channel 9	I-B
Pierre	KTSD/Channel 10	I-B
WEST VIRGINIA:		
West Virginia Network:		
Huntington	WMUL/Channel 33	I-A
Beckley	WSWP/Channel 9	I-A
VIRGIN ISLANDS: Charlotte Amalie	WTJX/Channel 12	II
WISCONSIN:		
Wisconsin Network:		
Green Bay	WPNE/Channel 38	I-B
La Crosse	WHLA/Channel 31	I-B
Colfax	WHWC/Channel 28	I-B

UNIVERSITY LICENSEES

State	Station	Group
ALASKA: Fairbanks	KUAC/Channel 9	II
ARIZONA:		
Phoenix	KAET/Channel 8	I-A
Tucson	KUAT/Channel 6	I-A
CALIFORNIA:		
San Bernardino	KVCR/Channel 24	I-A
San Diego	KPBS/Channel 15	I-A
San Mateo	KCSM/Channel 14	I-A
Huntington Beach	KOCE/Channel 50	II
COLORADO: Pueblo	KTSC/Channel 9	I-A
FLORIDA:		
Gainesville	WUFT/Channel 5	I-A
Pensacola	WSRE/Channel 23	I-A
Tallahassee	WFSU/Channel 11	I-A
Tampa	WUSF/Channel 16	I-A
GEORGIA: Athens	WGTV/Channel 8	I-A
IDAHO:		
Boise	KAID/Channel 4	I-A
Moscow	KUID/Channel 12	I-A
Pocatello	KBGL/Channel 10	I-A
ILLINOIS:		
Carbondale	WSIU/Channel 8	I-A
Olney	WUSI/Channel 16	I-B
Urbana	WILL/Channel 12	I-A
INDIANA:		
Bloomington	WTIU/Channel 30	I-A
Vincennes	WVUT/Channel 22	I-A
KANSAS: Topeka	KTWU/Channel 11	I-A
MAINE:		
Maine Network:		
Calais	WMED/Channel 13	I-B
Orono	WMEB/Channel 12	I-B
Presque Isle	WMEM/Channel 10	I-B
Biddeford	WMEG/Channel 26	I-B
MICHIGAN:		
East Lansing	WKAR/Channel 10	I-A
Marquette	WNPB/Channel 13	II
Mount Pleasant	WCMU/Channel 14	I-A
University Center, Grand Rapids	WUCM/Channel 19	I-A
NEBRASKA: Lincoln	KUON/Channel 12	I-A
NEW HAMPSHIRE:		
New Hampshire Network:		
Durham	WENH/Channel 11	I-A
Berlin	WEDB/Channel 40	I-B
Hanover	WHED/Channel 15	I-B
Keene	WEKW/Channel 52	I-B
Littleton	WLED/Channel 49	I-B
NEW MEXICO:		
Albuquerque	KNME/Channel 5	I-A
Las Cruces	KRWG/Channel 22	II
Portales	KENW/Channel 3	II

UNIVERSITY LICENSEES—Continued

State	Station	Group
NORTH CAROLINA:		
North Carolina Network:		
Asheville	WUNF/Channel 33	I-B
Chapel Hill	WUNC/Channel 4	I-A
Columbia	WUND/Channel 2	I-B
Concord	WUNG/Channel 58	I-B
Greenville	WUNK/Channel 25	I-B
Linville	WUNE/Channel 17	I-B
Wilmington	WUNJ/Channel 39	I-B
Winston-Salem	WUNL/Channel 26	I-B
OHIO:		
Athens	WOUB/Channel 20	I-B
Bowling Green/Lima	WBGU/Channel 57	I-A
Columbus	WOSU/Channel 34	I-A
Oxford	WMBU/Channel 14	I-A
PENNSYLVANIA: University Park	WPSX/Channel 3	I-B
SOUTH DAKOTA:		
Brookings	KESD/ Channel 8	I-A
Vermillion	KUSD/Channel 2	I-A
TEXAS:		
College Station	KAMU/Channel 15	I-A
Houston	KUHT/Channel 8	I-A
Killeen	KNCT/Channel 46	I-A
Lubbock	KTXT/Channel 5	I-A
UTAH:		
Provo	KBYU/Channel 11	I-A
Salt Lake City	KUED/Channel 7	I-A
VERMONT:		
Vermont Network:		
Burlington	WETK/Channel 33	I-B
Rutland	WVER/Channel 28	I-B
St. Johnsbury	WVTB/Channel 20	I-B
Windsor	WVTA/Channel 41	I-B
WASHINGTON:		
Pullman	KWSU/Channel 10	I-A
Seattle	KCTS/Channel 9	I-A
WEST VIRGINIA: Morgantown	WWVU/Channel 24	I-A
WISCONSIN:		
Madison	WHA/Channel 21	I-A
Milwaukee	WMVS/Channel 10	I-A

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[1] Station not on air.

COMMUNITY LICENSEES

State	Station	Group
ALASKA: Bethel	KYUK/Channel 4	II
CALIFORNIA:		
Eureka	KEET/Channel 13	I-C
Los Angeles	KCET/Channel 28	I-A
Los Angeles	KVST/Channel 68	II
Redding	KIXE/Channel 9	I-C
Sacramento	KVIE/Channel 6	I-A
San Francisco	KQED/Channel 9—(KQEC/Channel 32)	I-A—(I-B)
CONNECTICUT:		
Connecticut Network:		
Bridgeport	WEDW/Channel 49	I-B
Hartford	WEDH/Channel 24	I-A
Norwich	WEDN/Channel 53	I-B
DELAWARE: Wilmington	WHYY/Channel 12	I-B
DISTRICT OF COLUMBIA: Washington	WETA/Channel 26	I-A
FLORIDA:		
Jacksonville	WJCT/Channel 7	I-A
Miami	WPBT/Channel 2	I-A
Orlando	WMFE/Channel 24	I-A
Tampa/St. Petersburg	WEDU/Channel 3	I-A
ILLINOIS:		
Chicago	WTTW/Channel 11—(WXXW/(Channel 20)	I-A—(I-B)
Peoria	WTVP/Channel 47	I-A
INDIANA:		
Evansville	WNIN/Channel 9	I-A
Indianapolis	WFYI/Channel 20	I-A
Muncie	WIPB/Channel 49	I-A
South Bend	WNIT/Channel 34	II
KANSAS: Wichita	KPTS/Channel 8	I-A
LOUISIANA: New Orleans	WYES/Channel 12	I-A
MAINE: Augusta	WCBB/Channel 10	I-B
MASSACHUSETTS:		
WGBH Educational Foundation Boston	WGBH/Channel 2	I-A
Boston	WGBX/Channel 44	I-B
Springfield	WGBY/Channel 57	I-B

COMMUNITY LICENSEES—Continued

State	Station	Group
MICHIGAN: Detroit	WTVS/Channel 56	I-A
MINNESOTA:		
Appleton	KWCM/Channel 10	I-B
Duluth	WDSE/Channel 8	I-A
Minneapolis/St. Paul	KTCA/Channel 2—(KTCI/Channel 7)	I-A—(I-B)
MISSOURI:		
Kansas City	KCPT/Channel 19	I-A
St. Louis	KETC/Channel 9	I-A
NEW YORK:		
Binghamton	WSKG/Channel 46	I-B
Buffalo	WNED/Channel 17	I-A
Garden City	WLIW/Channel 21	I-A
New York City	WNET/Channel 13	I-A
Rochester	WXXI/Channel 21	I-B
Schenectady	WMHT/Channel 17	I-B
Syracuse	WCNY/Channel 24	I-B
Watertown	WNPE/Channel 16	I-B
Norwood	WNPI/Channel 18	I-B
NORTH DAKOTA:		
Fargo	KFME/Channel 13	I-A
Grand Forks	KGTF/Channel 2	I-B

STATE BOARD OF EDUCATION LICENSEES

State	Station	Group
GEORGIA:		
Georgia Network:		
Augusta	WCES/Channel 20	I-B
Chatsworth	WCLP/Channel 18	I-B
Cochran	WDCO/Channel 15	I-B
Columbus	WJSP/Channel 28	I-B
Dawson	WACS/Channel 25	I-B
Pelham	WABW/Channel 14	I-B
Savannah	WVAN/Channel 9	I-B
Waycross	WXGA/Channel 8	I-B
OREGON:		
Oregon Network:		
Corvallis	KOAC/Channel 7	I-B
Portland	KOAP/Channel 10	I-A
RHODE ISLAND: Providence	WSBE/Channel 36	I-A
TENNESSEE:		
Tennessee State Board of Education.		
Chattanooga	WTCI/Channel 45	I-A
Knoxville	WSJK/Channel 2	I-A
Lexington	WLJT/Channel 11	I-B
AMERICAN SAMOA: Pago Pago	KVZK/Channel 2	II
PUERTO RICO:		
Puerto Rico Network:		
Mayaguez	WIPM/Channel 3	II
San Juan	WIPR/Channel 6	II
OHIO:		
Cincinnati	WCET/Channel 48	I-A
Cleveland	WVIZ/Channel 25	I-A
Toledo	WGTE/Channel 30	I-A
PENNSYLVANIA:		
Allentown/Bethlehem	WLVT/Channel 39	I-B
Erie	WQLN/Channel 54	I-B
Hershey	WITF/Channel 33	I-B
Scranton/Wilkes-Barre	WVIA/Channel 44	I-B
Pittsburgh	WQED/Channel 13—(WQEX/Channel 16)	I-B—(I-B)
TENNESSEE: Memphis	WKNO/Channel 10	I-A
TEXAS:		
Austin-San Antonio	KLRN/Channel 9	I-A
Dallas	KERA/Channel 13	I-A
Corpus Christi	KEDT/Channel 16	I-C
VIRGINIA:		
Goldvein	WNVT/Channel 53	II
Norfolk	WHRO/Channel 15	I-A
Harrisonburg	WVPT/Channel 51	I-A
Richmond	WCVE/Channel 23—(WCVW/Channel 57)	I-A—(I-B)
Roanoke	WBRA/Channel 15	I-A
Norton	WSVN/Channel 47	I-B

SCHOOL LICENSEES

State	Station	Group
CALIFORNIA:		
San Jose	KTEH/Channel 54	I-A
Los Angeles	KLCS/Channel 58	II
COLORADO: Denver	KRMA/Channel 6	I-A
FLORIDA: Miami	WTHS/Channel 2—(WRLN/Channel 17)	I-C—(I-C)
GEORGIA: Atlanta	WETV/Channel 30	I-B
INDIANA: St. John	WCAE/Channel 50	I-A
KENTUCKY: Louisville	WKPC/Channel 15	I-A
MINNESOTA: Austin	KAVT/Channel 15	II
NEVADA: Las Vegas	KLVX/Channel 10	I-A
NEW YORK: New York City	WNYE/Channel 25	I-A
NORTH CAROLINA: Charlotte	WTVI/Channel 42	I-A
OHIO: Newark	WGSF/Channel 31	I-A
OKLAHOMA: Oklahoma City	KOKH/Channel 9	I-A
TENNESSEE: Nashville	WDCN/Channel 8	I-A
WASHINGTON:		
Lakewood Center	KPEC/Channel 56	I-A
Spokane	KSPS/Channel 7	I-A
Tacoma	KTPS/Channel 62	I-A
Yakima	KYVE/Channel 47	I-A

REPORT ON MINORITY CONCERNS AND ACTIONS

GOVERNING BOARDS, EMPLOYMENT, PROGRAMMING

(Excerpt from Criteria Governing Program Selection, Station WGBH, Boston)

"Will it help people to cope more effectively with the world and their own lives?

"Will it contribute to a sense of community among the many different people we aspire to reach?"

These words set the standard by which public television seeks to define itself. It is axiomatic that public television exists to serve the public—to serve many publics in fact, and to serve each one of them distinctively.

What is "distinctive" about public television depends of course on the eye of the beholder. Insofar as we live up to our own highest standards, it is a matter of quality and of excellence. It involves a willingness to experiment, to take risks, and to develop new audiences. In broadest terms, public television seeks to offer the American people diversified programming, marked by excellence, that is significantly different than that offered by commercial networks and stations.

One key to the difference, of course, is public television's freedom from the overriding constraint that governs the commercial system: the necessity to maximize viewership and thus advertising revenue in an incessant race with competitors seeking essentially the same audience and a bigger bottom line. Every station has to appeal to virtually everyone who is or might be watching television every hour of the broadcast day, and this potential audience is defined according to its most widely-shared tastes and preferences. In brief, commercial television is a mass medium.

But so also is public television. Not in the Super Bowl sense to be sure, but a mass medium nonetheless. More people surely watched and heard the Bach B-Minor Mass on a recent "Great Performance" over PBS than all audiences combined during the composer's lifetime (and a couple of generations beyond). It would take a decade of nightly audiences at the Trinity Square Play House in Providence to match the one-time viewership of that acting company's "Feast with Panthers" on the "Theatre in America" series. There is scarcely a young person now in junior high school who has not had some exposure to "Sesame Street"—and many of them hundreds of hours' exposure. Yet, by the yardstick of the Nielson ratings, very few of the programs distributed by PBS in prime-time would show up on the charts as commercially viable.

Public television is a mass medium (as Commissioner Glen Robinson of the F.C.C. has observed) in the sense that it seeks to reach very substantial numbers of people—though not one homogeneous mass—and to reach them selectively with some part of its diversified programming. Nearly 50 percent of all U.S. television households watched some public television during a four-week period in late-1974, and for such a program as "Sesame Street" one professional survey showed virtually 100 percent penetration in inner-city neighborhoods in Chicago and New York. Public television has been charged with "elitism." That characterization is acceptable to us only in terms of the quality public television seeks to achieve across the spectrum of its programming. Insofar as it implies a limit on the types and classes of people served by public television, it is a false characterization.

Among those whom public television reaches and serves are members of every ethnic, racial, and cultural minority within the American community—which is simply to say again that public television exists to serve the public. As The New York Times put it in a recent editorial, "Its mission is to bring excellence to the home screen, and it would be insulting condescension to suggest that such standards are not applicable to all ethnic groups." They are applicable, and public television audience surveys show no significant differences in viewing habits by social, economic, or ethnic categories. Furthermore, public television produces and distributes numerous programs—many of them described later in this report—that, in substance or in terms of participants, may be of particular relevancy to minority Americans although no explicit minority orientation.

But it would constitute insulting insensitivity to suggest that such programing alone would be sufficient. More is required, and the special obligation to serve the particular needs and interests of distinct minority groups and of women, the "disadvantaged majority," is one that public television recognizes. Indeed, it is an obligation that public television welcomes and accepts as one measure of the excellence of its service to the community as a whole.

It is in this broad context that the Public Broadcasting Service submits this comprehensive report on minority concerns. Program service is the core of the matter. But public television has the additional obligation to reflect in some substantial degree, in its internal decision-making processes and its employment, the composition of the public it serves. The report begins, therefore, with a survey of the governing bodies of the public television community and a profile of its work-force.

I. Composition of governing bodies

PBS is an association of some 253 member stations, each licensed to a particular community and responsible for serving that community's needs and interests. Because some licensees—statewide educational television authorities for the most part—operate more than one station, the public television system numbers 151 licensees. These, in turn, include state and local entities, school districts, institutions of higher education, and community-based foundations and nonprofit corporations. The system has been built from the grassroots up, not from the top down.

Diverse as this system is, it would be difficult to compile gross statistics on all members of all governing boards. Moreover, such data would be of dubious meaning. An elected school board (the governing body of Station KLCS, Los Angeles, for example) is not really comparable to an appointed board of university trustees (the governing body of Station WKAR, East Lansing, Mich., for example), and neither is quite the equivalent of a self-renewing community board (the governing body of Station WETA, Washington, D.C., for example) or one selected with public participation (the governing body of Station KQED, San Francisco, for example).

By the same token, degrees of control over and responsibility for the composition of governing boards varies greatly. Public television *per se* is not the controlling factor, or even in some cases an especially significant factor, in determining the make-up of a school board or a board of university trustees. In any case, the Public Broadcasting Service cannot and should not attempt to dictate the governing processes of its member stations. It can and does provide counsel and guidance in every aspect of station operation. But the essence of the system is its local orientation. That is the source of its independence. And that is its principal strength in terms of community service.

PBS has canvassed a broad sample of public television stations as to minority representation on governing boards, and some of the findings are as follows:

Major western urban area (with 7 percent black and 12 percent Hispanic populations): community board of 39 members—4 Hispanic, 3 black, 2 Asian, 7 women.

Comparable major western service-area with comparable population profile: community board of 39 members—2 black, 2 Hispanic, 4 women.

Major southwestern urban area (with 20 percent black and 11 percent Hispanic populations): university board of regents of 9 members—1 black, 1 woman; community advisory board of 38 members—3 black, 2 Hispanic, 16 women.

Major midwestern urban area (with 48 percent black population): community board of 32 members—9 black, 1 Hispanic, 1 Native American, 5 women.

Major midwestern urban area (with no more than 2 percent of any minority populations): community board of 32—2 black, 8 women.

Major southern urban area (with 12 percent black and 14 percent Hispanic populations): community board of 50 members—7 black, 5 Hispanic, 15 women.

Major southern urban area (with 22 percent black population): university board of regents of 13 members—1 black, 1 woman.

Major mid-Atlantic urban area (with 25 percent black and 3 percent Hispanic populations): community board of 38 members—7 black, 12 women.

Comparable mid-Atlantic area (with 18 black population): community board of 27 members—3 black, 4 women.

Major eastern urban area (with 18 percent black and 12 percent Hispanic populations): community board of 26 members—2 black, 1 Hispanic, 8 women.

Northeastern state network (with substantial bi-lingual Canadian-American population): university board of regents of 14 members—1 black, 2 Canadian-American.

Middle-sized southern urban area (with 11 percent black and 7 percent Hispanic populations): community board of 50 members—2 black, 1 Hispanic, 10 women.

Middle-sized southwestern urban area (with 11 percent black and 15 percent Hispanic populations and adjacent area with 44 percent Hispanic population): community board of 48 members—4 black, 5 Hispanic, 6 women.

Middle-sized southern urban area (with 24 percent black population): community board of 36 members—7 black, 10 women.

Middle-sized midwestern urban area (with 4 percent black and 3 percent Hispanic populations): university board of trustees of 8 members—2 black, 6 women; community advisory board of 11 members—4 black, I Native American, 3 women.

Middle-sized western urban area (with 5 percent black and 13 percent Hispanic populations): university board of trustees of 21 members—3 black, 1 Hispanic, 4 women; community advisory board of 14 members—2 black, 2 Hispanic, 5 women.

The findings are somewhat uneven. In a few instances, there is no representation of significant minority populations within the station's service-area and no representation of women. In others, the governing board is virtually a mirror-image of the population profile. Among stations in major urban centers—where most minority populations are concentrated—almost all are ranged on the positive side of the line.

The Public Broadcasting Service is itself governed by two boards of 25 members each. The Board of Governors consists of lay representatives of station governing bodies and the Board of Managers, as the name implies, of station managers. Each is broadly representative of the system as a whole—in terms of geography, station types, and market size—and the membership of each is elected by democratic process.

The Board of Governors includes four women (one of whom serves as Chairperson of the Programming Committees, another as Chairperson of the Public Television Library Task Force) and one Black male (who chairs the Finance Committee). The Board of Managers includes two women among its members—two of the four female station managers in the public television system. As noted, the PBS boards are broadly representative of the system. Thus, as the system deepens its commitment to minorities and draws on a wider cross-section of community resources in the areas it serves, this heightened involvement will surely come to be reflected in its governing boards.

Almost exactly a year ago, the PBS Board of Governors established a Committee for Minority and Women's Affairs to spearhead efforts in both the employment and programming areas. The results of its efforts are beginning to appear throughout the system. These results ,th ehard data on which public television's minority-directed efforts should and indeed will be judged, are specified in the course of this report.

II. Employment and Training Programs

Every station in the public television system is licensed by the F.C.C. and subject to all laws and regulations governing equal employment opportunities. Every station is required to develop and implement an affirmative action plan to enhance minority employment. The most recent available data on systemwide employment (current through FY 1974) are summarized in the following table:

EMPLOYMENT STATISTICS OF PUBLIC TELEVISION STATIONS (AS OF FISCAL YEAR 1974)

	All employees	Minority	Percent minority	Percent change, 1972-74		Percent change, 1973-74	
				total	minority	total	minority
Total	6,856	759	11.1	+18.8	+37.0	+12.5	+23.4
Male	4,828	465	9.6	+15.4	+28.5	+10.6	+19.2
Female	2,028	294	14.5	+27.7	+53.1	+17.1	+30.7
Technical and professional: Total	5,690	510	8.9	+22.9	+44.9	+11.6	+19.4
Male	4,626	381	8.2	+17.[illegible]	+32.8	+12.0	+17.6
Female	1,064	129	12.1	+56.7	+98.5	+10.4	+25.2
Clerical and custodial: Total	1,166	249	21.3	+2.0	+23.2	+16.6	+32.5
Male	202	84	41.6	−12.9	+12.0	−12.9	+27.3
Female	964	165	17.1	+6.1	+29.9	+25.5	+35.2

The table speaks for itself in gross terms. The trend of minority employment throughout the system is in the right direction. From '73 to '74, the increase was nearly double that of employment generally; in the professional and technical job categories, growth of minority employment was more than 70 percent greater than growth generally. In the top categories of professional and technical, of course, the base is much smaller and the growth has been correspondingly less striking. Like most other institutions in American society, public television is still catching up with the cumulative effects of longtime barriers to the entry of minority persons and women into all the professions.

These raw data on systemwide minority employment also fails to reflect constant turnover. For many women and minority-group members, public television represents the crucial first step into the communications professions. The public television community recruits, subsidizes, trains—and then often loses some of its most valuable people to commercial stations and other communications entities offering much higher salaries than public Television can usually afford. For example, in the last year or two, a small station in the west lost a Black production assistant to the state government; a major station in the southwest lost a Mexican-American reporter to a commercial station in the same community; another such station recently lost four Black technical staff members to commercial entities; yet a third such public television station lost its Black news director to a commercial network; a midwestern station lost a woman producer to a commercial station; another in the midwest lost its Black news director to a commercial station; an eastern state network lost three Black producer/directors to commercial stations—and the list could go on and on. This constant turnover obviously affects public television's employment picture at any given time.

Beyond statistics, the entire public broadcasting community has diverse efforts under way that promise to maintain the recent trend and step up the rate of improvement in minority and female employment.

PBS Committee Actions.—At the October 18, 1974 meeting of the PBS Board's Committee for Minority and Women's Affairs, the Committee authorized the PBS staff to prepare an authoritative manual on the laws, regulations, precedents, and rulings regarding equal employment opportunity. Within three months, such a hornbook was distributed to all station managers and Board members. It will be kept up to date as a continuing staff service to public television stations.

The PBS staff will shortly recommend a further initiative to the Board that could have a substantial and long-term impact on minority employment—the hiring of a full-time development officer at PBS, one of whose principal duties would be to secure Federal funding for a systemwide recruitment and training program. Such a program would, of course, be based on the efforts of member stations and would supplement the many programs already under way at stations' own initiative.

Recruitment and Training at Local Stations.—Typical illustrations of existing minority-oriented recruitment and training programs follow. The list could be tripled or quadrupled:

> A university-license in the southwest is establishing a scholarship program for ethnic minority persons to encourage entrance into the communications media.
>
> Another university-licensed station in the southwest is training six minority students in association with a university department of speech and communications; also participating in its school district's executive internship program.
>
> A university-licensee in the midwest is training two Hispanic-Americans, in association with a state department of vocational rehabilitation and a Model Cities program.
>
> A university-licensee in the southeast is training minority students, using specific productions as classroom, in association with a predominantly Black college.
>
> A community-based station in the southeast is cooperating with other local broadcasters in a "career awareness" program directed to minority group students (program developed by the Annenberg School, University of Pennsylvania).
>
> A community-based station in the west has recruited and trained six minority persons for the production of local programs oriented to minorities.
>
> A community licensee in the southwest has trained a succession of Black producers and writers, most of whom are professionally engaged in commercial and public television; two Black producers are currently on the station's staff.
>
> A community station in the northeast has a Minority Apprenticeship Program for one-year appointments; at the conclusion of the apprenticeship year, the trainee is either placed at the station or his or her resumé is circulated throughout the public television system.
>
> A community licensee in the southwest, with HEW funding, is training young Native Americans in film-making.
>
> A community licensee in the southeast is also participating in the "careers" designed by the Annenberg School; the station hires students with its own funds and gives them exposure to a wide range of management careers in broadcasting.
>
> A community-based station in the northeast has operated a 26-week minority training program for six years, self-funded; now also working with a state funding agency to develop a formal training program for women and minority persons.

CPB Minority Training Grants.—Beginning in FY 73, the Corporation for Public Broadcasting instituted a program of Minority Training Grants, matching station dollars one-for-one, to hire minority staff in every professional category. Forty-four stations have participated so far, and 48 grants are still in an active status. The grants run for two years and make it possible for stations to hire minority-group members at, in effect, half price. CPB pays the other half. The jobs range from station manager to broadcast assistant, from reporters and producer-directors to public information officers. CPB has committed more than $567,000 to this program through FY 77 (when those just entering the program will complete their training period). With station matching funds, the total commitment is $1,134,000. The Corporation will continue this program and commit a substantial part of increased Federal funding over the next five years to an enhanced minority recruitment and training effort. The preponderance of public television stations in major urban areas are prepared to make the same commitment.

The Public Television Community . . . Extended.—There is more even to public television than local stations and national common-service facilities. It is fair to say that such a creative center as the Children's Television Workshop—whose credits include "Sesame Street", "The Electric Company", and "Feeling Good"—could scarcely exist without public television; certainly CTW would lack an outlet for its incredibly influential programs. And, to the present point, CTW has been an important lightning rod for female and minority groups talent. Joan Ganz

Cooney's staff of 281 full-time colleagues includes 60 percent women; 23.5 percent of her staff is Black, and 9.6 percent of Hispanic descent. Substantial numbers of women and minority-group members are among the top professionals in the Workshop.

III. National and Local Programming

To reiterate what was said at the outset, programming is the core of the entire public television enterprise. It is what appears on the home screen that must, in the last analysis, demonstrate public television's commitment to serving the full and rich diversity of the American community—with programs that "help people to cope more effectively with the world and their own lives" and "contribute to a sense of community among the many different people we aspire to reach", and with programs that explicitly address the differences—in culture and perception and political reality—that define particular groups of Americans in terms of their distinctive needs and interests.

Numbers of hours of programming directed to women, or to Black Americans, or to the Spanish-surname or Asian or Native American, constitute one indicia of public television's minority concern. But it is not the best or fairest one in our judgment. It adequately reflects neither the range and depth of public television's program service nor the needs and interests of women and minority Americans. Rather, public television asks and indeed expects to be judged on its total record of program service—as described in the compendium of two years of national programming and the sampling of local programs that conclude this report.

In compiling these lists, we have used very conservative definitions, rather than inflating "the numbers" by including programs that might be stretched to fit the category of minority concern. The lists of national programs are broken down into series and programs of explicit minority orientation, programs or clear minority interest in series not typically minority-oriented, and programs and series of general interest that seem to us to address problems and/or to include participants that justify their inclusion. In the final analysis, it is the judgment of the individual viewer that matters.

Before moving to the program lists however, there are a number of special efforts now under way in the programming area that shed additional light on public television's concern for serving minority persons women.

Special SPC-Two Solicitation.—The Station Program Cooperative is the process, instituted in FY 74, by which local stations both propose programs and vote with their dollars to build the national program schedule. SPC–Two is still under way. After the initial proposals for SPC–Two were in hand, the PBS Board's Committee for Minority and Women's Affairs recommended a special extended solicitation for minority and women's program proposals. As a result, 29 additional proposals were put on the ballot—11 for women's programs, 9 for Hispanic programs, 2 for Asian-American programs, 4 for Native-American programs, and 2 for Black programs.

Black Cultural Solicitation.—The Committee also initiated a special solicitation for Black cultural programming to be funded by CPB and PBS. Nearly 75 proposals have been received and are now under review. A minority advisory panel is assisting in this review—and, once selections are made, funding will receive priority consideration.

Search and Upgrading.—The Committee has recommended that the PBS Programming Department intensify its Search and Upgrading effort, which involves the selection of superior local programs and their improvement for national distribution. Two recent illustrations of this effort, preceding the Committee's recommendation, are the "Acción Chicano" series—six nationally-distributed programs that were selected from a series originated by Station WTTW, Chicago—and "The Medgar Evers Special"—a national program that was developed from a local origination by Station WSJK, Knoxville, Tenn.

Actions of PBS Board Programing Committee.—At its recent meeting in Austin, Texas, this PBS Board Committee reaffirmed the decision to provide several new national series and programs oriented to women and ethnic minorities during the 1975–76 season. These programs are being funded directly by CPB and will be provided free to all public television stations. They include an "American Indian Artists" series, (produced through Station KAET, Phoenix), an Hispanic series "Realidades" (from Station WNET, New York), and a series entitled "Woman Alive" also being produced in New York pending the availability of additional, matching funds). Station KLRN, Austin, will offer new programs to the system in its bilingual series, "Carrascolendas". The Committee noted, too, the formation of consortia of stations in communities with large Native American and Spanish-speaking populations, to further regional cooperative efforts to develop programs responsive to the specific concerns of these two minority groups.

Major New Series in Production.—Another new series being prepared for national distribution in the '75–'76 season is worth special mention. Under the title, "Vision", it will be a series of 16 original dramas by American playwrights, produced by Station KCET, Los Angeles. The executive producer is a woman, Barbara Schultz. A total of 30 scripts have either been selected or are still in process of completion, and five are by Black writers. The first production, "Circle," is by Alexis DeVeau, a Black; its director (Maya Angelou), costumer, and seven principal cast-members are all Black artists. The second production is slated to be "Monkey in the Middle", by Black playwright Betty Patrick. A production by a Spanish American company is under active consideration for the series.

Ascertainment.—No procedure is more important in assessing community interests and needs, and particularly those of women and minority groups. Nor is there any more effective way to elicit the community's own participation in programing decisions. Even in the absence of formal FCC rules applicable to public television stations, many stations are already engaged in ascertainment, and many of them have been so engaged for a number of years. The PBS staff is working closely with appropriate agencies to develop reasonable, workable, and effective ascertainment procedures for public television—another aspect of public television's effort to provide programing responsive to the broadest range of community concern.

A STUDY OF MINORITIES' AND WOMEN'S PROGRAMING DISTRIBUTED BY THE PUBLIC BROADCASTING SERVICE, FISCAL YEARS 1974 AND 1975

The Minority and Women's Affairs Committee of the PBS Board has acknowledged the need to increase programing calculated to meet the general and specific needs of the societally disadvantaged; i.e., "those persons who by virtue of certain inherently neutral characteristics are subject to disadvantages in employment, education, recreation, and other areas of human activity." While there are many groups that could be included within this broad category of the societally deprived, PBS has given priority to programing for certain target groups: "women, native Americans and Americans of African, Asian, or Hispanic descent."

In conjunction with the search for future programing, PBS has compiled lists of its past programing that was produced by, for, or about those target groups defined above. The study refers to the programing in shorthand terms as "minorities and women's programing."

[It should be noted that the FY 1975 figures are somewhat incomplete since three months (April-June) of programing have not been completely scheduled.]

The study distinguish between types of minorities' and women's programing as follows:

Fiscal years	Number	Broadcast hours	
		Original	Total
I. Series targeted for minorities and women:			
1974	9	67½	95
1975	9	118	[1] 369
II. Specials targeted for minorities and women:			
1974	40	23½	55½
1975	17	7	26¼
III. Other PBS programs, within nontargeted series, that discussed minorities' and women's issues or featured minorities or women as guests:			
A. Public affairs programs:			
1974	25	15	17
1975	29	16½	18½
B. Music and cultural programs:			
1974	37	16½	48½
1975	43	27	52½

[1] It should be noted that this figure includes 293 total broadcast hours of the children's series, "Carrascolendas" and "Villa Alegre."

IV. General audience programing

This category could, in effect, include all PBS public affairs and educational programs. Programs such as "Washington Straight Talk," "Washington Week in Review," "The Advocates," "Wall Street Week," regularly put before the public issues for debate and national leaders of the day. Similarly, "Sesame Street," "The Electric Company," "Zoom," "Mister Rogers' Neighborhood" regularly speak to children of all ages and ethnic groups, imparting learning skills, emotive values and even social values.

Public television's gavel-to-gavel coverage of the Watergate hearings, of the Judiciary hearings, and of the White House Conference on Inflation provided the general public with an opportunity to participate in this country's political processes. Such programming had as its target group the entire public.

Nevertheless, the general audience programming list is limited to those programs which might be of specific interest in terms of dealing with the quality of life. The list also includes programs that deal with ethnic groups' heritages. Totals are not listed because this list is included merely to show some examples of public television programming that is considered educational and informative for all the public.

LIMITS OF THE STUDY

1. The FY 1975 lists are complete through March 31, 1975. Program titles and hour figures for April–June 1975 are projected and should be recognized as incomplete, since most public affairs programs and some specials for April–June are yet to be announced.

2. The study includes all PBS-distributed prime time programming.

(a) Programs fed during the day or fed for record are not included with the exception of entire series targeted for minorities and/or women: "Carrascolendas" and "Villa Alegre" ((daytime); "The Killers," Spanish version (FY 1974), "The Naturalists," Spanish version (FY 1975) and "Black Journal" (FY 1975) (prefeeds).

(b) The lists do not include programs preempted by, or prefed due to, coverage of the Watergate hearings (FY 1974), the Judiciary Committee impeachment hearings (FY 1975) or other special events, since such special events coverage, rather than the regular schedule, constituted PBS' prime time programming.

MINORITIES' AND WOMEN'S PROGRAMING FISCAL YEAR 1974

I—SERIES[1]

Title and producer/locale	Date and time[2]	Guests	Description
The Chan-ese Way, KHET/Hawaii.	July 2, 1973 to Aug. 27, 1973 (Nos. 105 to 113) 7:30 to 8.	Titus Chan	9 weekly ½-hr programs teaching the art of polynesian cooking.
Black Perspective On The News, WHYY/Philadelphia.	July 6, 1973 to Sept. 28, 1973 (Nos. 101 to 113) 8:30 to 9.		13 ½-hr weekly interviews with prominent newsmakers who are questioned by members of the black (and other minority) media.
The Killers (Spanish version) WNET/New York.	Nov. 18, 1973 to Mar. 11, 1974 (Nos. 101 to 105) prefed.		5 90-min documentaries about the leading causes of death, in Spanish.
Woman, WNED/Buffalo	Oct. 3, 1973 to June 24, 1974 (Nos. 101 to 139) 9:30 to 10.		39 weekly ½-hr programs to explore the world of women today.
Interface, WETA/Washington, D.C.	Feb. 1, 1974 to May 17, 1974 (Nos. 101 to 116) (8 repeats) 8:30 to 9.		16 weekly ½-hr programs—Use documentaries, performances and profiles to spotlight minority cultural affairs.
Black Journal, WNET/New York.	Feb. 19, 1974 to June 4, 1974 (Nos. 401 to 416) (8 repeats) 9 to 10		16 weekly hour long programs, using magazine format and interviews to examine black performers and personalities.
Musical Encounter, KHET/Hawaii.	Aug. 1, 1973 to Aug. 29, 1973 (Nos. 101 to 105) 9 to 9:30.		5 ½-hr programs featuring talent from Hawaii.
June Wayne, KCET/Los Angeles.	May 24, 1974 to May 28, 1974 (Nos. 201-206) (6 repeats) 8:30 to 9.		6 ½-hr programs profiling women artists and writers.
Carrascolendas, KLRN/Austin.	Oct. 8, 1973 to Dec. 12, 1973 (Nos. 301 to 330) (3 times weekly) Jan. 12, 1974 to June 29, 1974 (Nos. 401–425) (all repeats) (weekly).		½-hr bilingual (Spanish-English) programs for children that combine skits, songs and cartoons in the imaginary land of Carrascolendas.

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[1] See appendixes for individual program titles and/or guests.

[2] All times are prime time (6 to 11 p.m.), unless otherwise noted.

Title and producer/locale	Date and time[1]	Guests	Description
Special of the Week, No. 242—Together: A Chuck Mangione concert (OB: SOW No. 36, June 5, 1972). WXXI/Rochester.	July 21, 1973, 10 to 11[2]	Chuck Mangione	Music special.
Special of the Week, No. 246A—A Cambridge *Debate on Women's Lib* (OB: SOW No. 220A, Feb. 12, 1973) SECA/Columbia.	Aug. 13, 1973, 8 to 9, repeat Aug. 18, 1973, *10 to 11.*[3]	William Buckley, Germaine Greer.	William F. Buckley, Jr., and Germaine Greer debate the issue of women's lib.
Free stage: Freddie King, KERA/Dallas.	Aug. 15, 1973, 10 to 11.	Freddie King	Music special.
Narukami, the Thundergod, KHET/Hawaii.	Sept 12, 1973, 8 to 9:30	Cast	Ichikawa Danjuro I's Kabuki play, written in 1684; translated to English.
Black Dragon Residence, KHET/Hawaii.	Sept. 19, 1973, 8 to 9:30	do	Peking opera based on 16th century novel "Shui-hu chan" (story of the Marghes); English subtitles, songs in original Chinese.
Lorraine Hansberry: To Be Young, Gifted and Black (OB: Jan. 20, 1972) WETA/Washington, D.C.	Sept. 2, 1973, 8 to 9:30, repeat Oct. 6, 1973, 8:30 to 10.	do	The dramatic story of the black poet and playwright who died in her prime.
Arthur Prysock, WNJT/New Jersey.	Oct. 5, 1973, 8:30 to 9	Arthur Prysock	Musical performance by Prysock.
Free stage: Freddie King (OB: Aug. 15, 1973) KERA/Dallas.	Oct. 6, 1973, 11:30 to 12	Freddie King	Musical performance by King.
The Black Composers (OB: SOW No. 38, June 19, 1972, WNET/New York.	Oct. 13, 1973, 8:30 to 10[3]	Stephen Chambers, Ulysses Kay, William Grant-still, George Walker.	The program focused on the works of the 4 black composers and their thoughts on their achievements.
Dance Theater of Harlem with Arthur Mitchell (OB: SOW No. 226A, Mar. 26, 1973.) WETA/Washington, D.C.	Oct. 16, 1973, 8:00 to 9, repeat Oct. 20, 1973, 8:30 to 9:30.	Arthur Mitchell and members of the company.	The program traces the history of the dance company and includes performances.
Bill Cosby on Prejudice (OB: Feb. 21, 1972) KCET/Los Angeles.	Oct. 16, 1973, 9 to 9:30	Bill Cosby	Comedian Bill Cosby appears in humorous and thought provoking special on bigotry.
Sonny Rollins[4] (One of a Kind No. 106) KCET/Los Angeles.	Oct. 19, 1973, 8:30 to 9	Sonny Rollins	Music special.
Freddie King[4] (OB: Boboquivari No. 1, Aug. 4, 1971) KCET/Los Angeles.	Oct. 23, 1973, 9:30 to 10	Freddie King	Musical performance.
Till the Butcher Cuts Him Down (OB: SOW 205 Oct. 30 1972) WNET/New York.	Oct. 27, 1973 8:30 to 9:30[3].	Punch Miller, William Russell.	A documentary on the birth, decline and rebirth of New Orleans jazz interspersed with performances.
Lightnin' Hopkins[4] (OB: Boboquivari No. 8, Sept. 22, 1971) KCET/Los Angeles.	Oct. 27, 1973, 9:30 to 10		Lightnin' Hopkins music special.
Profile in Music: Shirley Verrett, WNET/New York.	Oct. 30, 1973, 8:30 to 10, repeat Nov. 3, 1973, 8:30 to 10.	Shirley Verrett	Musical performance.
Special of the Week No. 306A—Newport Jazz Festival New York: A Tribute to Louis Armstrong, WNET/New York.	Nov. 5, 1973, 8 to 9, repeat Nov. 10, 1973, 10:30 to 11:30.	Ella Fitzgerald, Earl Hines, Dave Brubeck, Dizzy Gillespie.	The guests join in a musical tribute to Louis Armstrong.
Special of the Week, No. 309B—The Trial of Henry Flipper, KUON/Lincoln, Neb.	Nov. 26, 1973, 9:00 to 10 repeat Dec. 1, 1973, 11 to 12.	Will Chilles and cast.	Dramatized documentary about the court martial of the 1st black man to graduate from West Point.
Special of the Week No. 314A, Mabel Mercer, Bobby Short and Friends (OB: SOW No. 208, Nov. 20, 1972) S.C. ETV/Columbia.	Dec. 31, 1973, 8 to 9, repeat Jan. 5, 1974, 10 to 11.	Mabel Mercer, Bobby Short.	Music special.
Special of the Week No. 315—Growing Up Female, WGBH/Boston.	Jan. 7, 1974, 8 to 9:30, repeat Jan. 12, 1974, 10 to 11:30.	Various	Documentary on social forces which mold women's thinking. Also have discussion with 8 men and 8 women and their reactions to the film.
The Arts and Crafts of China, KHET/Hawaii.	Jan 18, 1974, 8:30 to 9		Indigenous arts and crafts of the People's Republic of China.
Towers of Frustration (OB: Aug. 17, 1972) WNJT/New Jersey.	Feb. 12, 1974, 8:30 to 9		Documentary explaining public housing project conditions.
Children of China, KHET/Hawaii.	Feb. 17 1974, 7:30 to 8:30.		Portrait of a Chinese child's life from birth through high school in the People's Republic of China.
Blacklife: A Conversation with Mrs. Martin Luther King, Jr. (OB: SOW No. 234B, May 21, 1973) ETV/Mississippi.	Feb 19, 1974, 8:30 to 9	Mrs. Martin Luther King.	Mrs. King discusses the civil rights movement.

II SPECIAL—Continued

Title and producer/locale	Date and time	Guests	Description
Special of the Week No. 323—Rachel la Cubana, WNET/New York.	Mar. 4, 1974, 8 to 9:30, repeat Mar. 9, 1974, 10:30 to 12.	Lili Darvas, Lee Venora, (share role of Rachel).	Set in Cuba on the eve of Castro's 1959 revolution, the "vaudeville with music" centers around the memories of Rachel, once the most beautiful and exciting of Havana's music hall stars.
Special of the Week, No. *327B—Loloma, KAET/*Phoenix.	Apr. 1, 1974, 9 to 9:30, *repeat* Apr. 6, 1974, 11 to 11:30.	Charles Loloma	An intimate look at the Hopi Indian and internationally renowned jewelry designer.
Special of the Week No. 329—The White-Haired Girl, WGBH/Boston.	Apr. 15, 1974, 8 to 10, repeat Apr. 20, 1974, 10:30 to 12.	Host: Roxane Witke	A Red Chinese ballet depicting the history of the revolution; program was a result of Witke's visit with Mao's wife.
Special of the Week No. 332A—Alvin Ailey: Memories and Visions (a soul special) WNET/New York.	May 6, 1974, 8 to 9, repeat May 11, 1974, 10 to 11.	Alvin Ailey and members of New York City Center Dance Theatre.	A series of Ailey's major dance works.
Black Political Power, WNJT/New Jersey.	May 29, 1974, 10 to 11	Imamu Amiri Baraka, Representative Charles Diggs (Democrat-Michigan), Mayor Richard Hatcher of Gary, Ind.	Segments of Newark's black political convention, the New Jersey State convention and Little Rock; a look at how the convention arrived at a national platform.
Menominee, WPNE/Green Bay.	May 30, 1974, 8 to 9	Ted Boyd, vice president of Menominee Enterprises; Gov. Patrick Lucey (Democrat-Wisconsin).	The history of the Menominee Tribe, its struggle after reservation status was terminated, and its ultimate success in restoring tribal status and a land trust.
A Decade of Change, WSJK/Knoxville.	June 11, 1974, 9 to 10	Charles Evers, Mayor of Fayette, Miss. and citizens.	A retrospective look at the 1963-73 period of civil rights movement, the program honors Medgar Evers the civil rights leader slain in 1963, with clips of a Jackson, Miss. memorial concert for Evers; a look at biracial Fayette, Miss.
Joyce Chen's China (OB: SOW No. 237A, June 11, 1973) WGBH/Boston.	June 13, 1974, 8 to 9	Joyce Chen	Film clips of Ms. Chen's visit to China and a studio discussion re her impressions.
Black is a Beautiful Woman, WETA/Washington, D.C.	June 18, 1974, 9 to 10	Margo Barnett	Barnett dramatizes the poetry and prose of several well-known black writers.
Woman Alive, KERA/Dallas	June 19, 1974, 8 to 9, repeat June 22, 1974, 9 to 10.	Pat Sackrey, Crystal Jorday, Gloria Steinem, Lily Tomlin, Melissa Manchester.	Magazine segments include a couple's adjustment to her career; a female labor leader's efforts; discussions with Gloria Steinem and black feminists; Lily Tomlin sketch; Melissa Manchester songs.
Bill Moyers' Journal, Maya Angelou[4] (OB: BMJ No. 204, Nov. 21, 1973) WNET/New York.	June 19, 1974, 9 to 9:30	Maya Angelou	The black poet author gave her views on black politics, women's lib.
Joyce at 34, WNET/New York	June 19, 1974, 9:30 to 10, repeat June 22, 1974, 8:30 to 9.	Joyce Chopra, Claudia Weill.	The conflicts and compromises between career and child raising faced by filmmaker Chopra.
Fear Woman, WNET/New York.	June 19, 1974, 10 to 11	Esther Ouklue, Nana Olasanta, Justice Jaggi.	A documentary examining the insights of 3 professional women in Ghana; a businesswoman, a tribal chieftain, a judge.
Special of the week, No. 339B—On the Road with Duke Ellington, WNET/New York.	June 24, 1974, 9 to 10, repeat June 29, 1974, 11:30 to 12:30.	Duke Ellington	A behind-the-scenes portrait of Duke Ellington, through clips from a 1967 Midwest tour.
The Trial of Henry Flipper (OB: SOW No. 309B, Nov. 26, 1973, KUON/Lincoln, Neb.	June 25, 1974, 9 to 10, repeat June 29, 1974, 9 to 10.	Will Chilles and cast.	Dramatized documentary about the court-martial of the 1st black West Point graduate.
American Tropical (OB: Aug. 16, 1972) KCET/Los Angeles.	June 26, 1974, 9:30 to 10	Various members of the community	A brief history of the Mexican people in order to better understand current Chicano problems in United States; also a look at efforts to restore a mural in Los Angeles's Chicano community.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.

[2] Saturday repeat feed only; original prime time feed preempted by Watergate.

[3] The normal Staurday repeat feed of Special of the Week (and occasional other specials) is included because it is in prime time. The additional Saturday repeat feed for the west coast, which normally begins at midnight is not included.

[4] Although a program from a series, it was aired in fiscal year 1974 as a special.

II—OTHER PROGRAMS

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time[1]	Guests	Description
A. PUBLIC AFFAIRS PROGRAMS			
Firing Line No. 241—Abortion, SECA/Columbia.	July 8, 1973, 10 to 11	Harriet Pilpel (pro), John Noonan (con).	2 attorneys debated the merits of the Supreme Court decision on abortion.
Book Beat No. 736—Male Chauvinism, WTTW/Chicago.	July 23, 1973, 7 to 7:30	Michael Korda	Korda exposed tricks/ploys used by businessmen to keep women from attaining positions of authority.
Firing Line No. 245—What Now for the Ghetto? SECA/Columbia.	Aug. 5, 1973, 10 to 11	Mayor Tom Bradley (Los Angeles).	The mayor discussed the status of urban blacks and the political effects of the greater number of black elected officials.
Book Beat No. 739—The Women Alone, WTTW/Chicago.	Aug. 13, 1973, 9:30 to 10	Patricia O'Brien	The author's views on women and success.
What's the Big Idea? No. 105—The Making of Presidents by Wives and Mothers, WGBH/Boston.	Aug. 29, 1973, 8 to 9	Joseph Lash, Stephen Hess, James Barber.	The authors discussed the influence of the wives and mothers of Presidents Roosevelt, Kennedy, Johnson, and Nixon.
Firing Line No. 304—Women's Lib (OB: FL No. 227, Apr. 1, 1973), SECA/Columbia.	Oct. 28, 1973, 10 to 11	Germaine Greer	Buckley and Greer sparred about the women's movement.
Bill Moyers' Journal No. 204—Maya Angelou, WNET/New York.	Nov. 21, 1973, 8 to 8:30	Maya Angelou	She discusses the black women's perspective.
Book Beat No. 810—Cromwell: The Lord Protector, WTTW/Chicago.	Dec. 3, 1973, 9:30 to 10	Antonia Fraser	The author discussed her biography of Oliver Cromwell.
Book Beat No. 818—A Different Women, WTTW/Chicago.	Jan. 28, 1974, 9:30 to 10	Jane Howard	The author discussed her book about her personal experience with women's lib.
Religious America No. 105—Koinonia, WGBH/Boston.	Feb. 3, 1974, 8:30 to 9	Members of the congregation.	A look at the Koinonia Baptist Church in Gary, Ind., which involves itself in the black community.
Book Beat No. 820—China Journal, WTTW/Chicago.	Feb. 11, 1974, 9:30 to 10	Emmett Dedmon	The author discusses his impressions and experiences on mainland China during a recent visit.
Bill Moyers' Journal No. 218—Lillian Hellman, WNET/New York.	Feb. 26, 1974, 8 to 8:30	Lillian Hellman	Author/playwright Lillian Hellman does a dramatic reading and telling of "Julia."
Bill Moyers' Journal No. 219—The Equal Rights Amendment, WNET/New York.	Mar. 5, 1974, 8 to 8:30	Various	A look at current status of ERA and how it would affect individual case of men and women—such as a female swimmer and widower trying to collect on his wife's death benefits.
Religious America No. 110—Louise, WGBH/Boston.	Mar. 10, 1974, 8:30 to 9	Residents of Louise, Miss.	The religious life of the black community of Louise, Miss.
Firing Line No. 323—Politics and Black Progress, SECA/Columbia.	Mar. 10, 1974, 10 to 11	State Senator Julian Bond, Democrat of Georgia, John Lewis.	A discussion of the history and status of the civil rights movement.
The Advocates No. 418—Should Colleges Give Preference to Minority Group Applicants? WGBH/Boston.	Mar. 14, 1974, 8 to 9		A debate, encouraged by the Defunis case, on the issue of reverse discrimination through affirmative action programs.
Religious America No. 111—Resurrection, WGBH/Boston.	Mar. 17, 1974, 8:30 to 9	Member of the congregation.	A look at Los Angeles' Mexican-American church—Old Mission Plaza Church—oldest church in Los Angeles.
Firing Line No. 326—The Equal Rights Amendment (OB: FL No. 229, Apr. 15, 1973), SECA/Columbia.	Mar. 31, 1974, 10 to 11	Phyllis Schlafly, Ann Scott.	The 2 guests debated the merits of the ERA.
Bill Moyers' Journal No. 224—Lillian Hellman, WNET/New York.	Apr. 9, 1974, 8 to 9	Lillian Hellman	The author and playwright discussed her work, her personal life and her views on women's lib.
Bill Moyers' Journal No. 227—A Conversation with John Hope Franklin, WNET/New York.	Apr. 30, 1974, 8 to 8:30	John Hope Franklin	The distinguished black historian discussed the 1954 Brown decision and his views of civil rights progress.
Washington Connection No. 115—School Busing, NPACT/Washington, D.C.	May 1, 1974, 8 to 8:30	Various	A close look at Philadelphia's busing plan and opposition to it; status reports on Boston, Dallas, and Los Angeles plans.

III—OTHER PROGRAMS—Continued

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

itle and producer/locale	Date and time	Guests	Description
Bill Moyers' Journal No. 228—Washington Notebook, WNET/New York.	May 7, 1974, 8 to 9	Senator Joe Biden, Democrat of Delaware, Representative Howard Robison, Republican of New York, Richard Strout, George Will, Mark Russell, Dr. Lester Brown, Phillip Hughes, Barbara Sizemore.	Moyers profiled people whose work has contributed to the political life of Washington, D.C.
Book Beat No. 834—Sula and the Black Book, WTTW/Chicago.	May 20, 1974, 9:30 to 10	Toni Morrison	The black woman and successful writer discussed her works and her life.
Washington Straight Talk No. 124, NPACT/Washington, D.C.	May 27, 1974, 7:30 to 8	Anne Armstrong	The White House adviser discussed her policy role.
Washington Straight Talk No. 125, NPACT/Washington, D.C.	June 3, 1974, 10 to 10:30.	Andrew Brimmer	The 1st black member of the Federal Reserve Board gave his views on the economy and on black capitalism.
B. CULTURAL AND MUSIC PROGRAMS			
Evening at Pops No. 401—Cole Porter Night, WGBH/Boston.	June 3, 1973, 8 to 9 repeat June 8, 1973, 8 to 9.	Bobby Short	Musical remembrance of Cole Porter.
Homewood No. 205—The Glory Bound Train (OB: HW No. 4, Nov. 18, 1970), KCET/Los Angeles.	July 4, 1973, 10 to 11	Letta Mbulu	The South African singer and Los Angeles gospel groups sing African songs, calypso.
Just Jazz No. 205, WTTW/Chicago.	July 5, 1973, 9:30 to 10	Art Hodes	Musical performance.
The Session No. 105—Don Crawford: Another Shade of Black, WSIU/Carbondale, Ill.	July 7, 1973, 8 to 8:30	Don Crawford	Do.
Evening at Pops No. 402 WGBH/Boston.	July 15, 1973, 8 to 9	Ilana Vered	Do.
Playhouse New York Biography No. 207—Harriet (OB: No. 3, Feb. 3, 1972), New York.	July 21, 1973, 8:30 to 10 [23].		Dramatization of the life of Harriet Beecher Stowe.
Just Jazz No. 208, WTTW/Chicago.	July 26, 1973, 9:30 to 10.	Gene Ammons	Musical performance.
Playhouse New York Biography No. 208—Helen Hayes (OB:NP No. 208, Oct. 8, 1970), WNET/New York.	July 28, 1973, 8:30 to 10 [23]		Dramatization of life of Helen Hayes.
Evening at Pops No. 404, WGBH/Boston.	July 29, 1973, 8 to 9	Ella Fitzgerald	Musical performance.
Playhouse New York Biography No. 209—Gertrude Stein (OB: No. 12, Apr. 6, 1972), WNET/New York.	Aug. 4, 1973, 8:30 to 10 [23]		Dramatization of life of Gertrude Stein.
Evening at Pops No. 405, Carmen de La Valade, WGBH/Boston.	Aug. 5, 1973, 8 to 9	Carmen de La Valade	Musical performance.
Just jazz No. 210, WTTW/Chicago.	Aug. 9, 1973, 9:30 to 10	Ray Nance	Do.
Playhouse New York Biography No. 210—Colette (OB:N P No. 5, Feb. 7, 1972), WNET/New York.	Aug. 9, 1973, 8 to 9:30, repeat Aug. 11, 1973, 8:30 to 10.		Drama based on childhood memories of French authoress Colette.

III—OTHER PROGRAMS—Continued

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time	Guests	Description
Evening at Pops No. 406, WGBH/Boston.	Aug. 12, 1973, 8 to 9, repeat Aug. 14, 1973, 8 to 9.	Boots Randolph	Musical performance.
The Jazz Set No. 202 (OB: No. 9, Aug. 31, 1972), WNJT/New Jersey	Aug. 23, 1973, 9:30 to 10, repeat Aug. 25, 1973, 11:30 to 12	Charles Mingus and sextet	Do.
The Jazz Set No. 203, (OB: No. 6, Aug. 10, 1972), WNJT/New Jersey	Aug. 30, 1973, 9:30 to 10, repeat Sept. 1, 1973, 11:30 to 12	Ray Bryant Trio	Do.
Evening at Pops No. 410, WGBH/Boston	Sept. 9, 1973, 8 to 9, repeat Sept. 11, 1973, 8 to 9	Anna Moffo	Do.
The Jazz Set No. 206 (OB: No. 12, Sept. 21, 1972), WNJT/New Jersey	Sept. 20, 1973, 9:30 to 10	The Bobbi Humphrey Quartet	Do.
Evening at Pops No. 412—Old Timers' Night, WGBH/Boston	Sept. 23, 1973, 8 to 9	Eubie Blake	Do.
The Session No. 116—Oliver Lake BAG, WSIU/Carbondale, Ill.	Oct. 6, 1973, 8 to 8:30	Oliver Lake BAG	Saxophonist Oliver Lake, leader of his black artist group (BAG).
The Jazz Set No. 301 (OB: No. 10, Sept. 7, 1972), WNJT/New Jersey	Oct. 27, 1973, 11:30 to 12	Ted Curzon and company	Musical performance.]
The Jazz Set No. 302 (OB: No. 3, July 20, 1972), WNJT/New Jersey	Nov. 3, 1973, 11:30 to 12	Ray Draper and the New Island Social Club	Do.
The Jazz Set No. 304 (OB: No. 4, July 27, 1972), WNJT/New Jersey	Nov. 17, 1973, 11:30 to 12	Larry Johnson	Do.
The Jazz Set No. 305 (OB: No. 5, Aug. 3, 1972, WNJT/New Jersey.	Nov. 24, 1973, 12 midnight to 12:30 a.m.	Sam Wooding, Rae Harrison and company.	Do.
The Jazz Set No. 306 (OB: No. 2, July 13, 1972, WNJT/New Jersey.	Dec. 1, 1973, 12 midnight to 12:30 a.m.	Irene Reid and the Jiggs Chase Quartet.	Do.
Joan Sutherland: Who's Afraid of Opera No. 1, Rigoletto, WNET/New York.	Dec. 9, 1973, 7:30 to 8, repeat Dec. 15, 1973, 8 to 8:30.	Joan Sutherland	Joan Sutherland stars in Verdi's opera, the 5th of a series of 6 mini-operas begun in fiscal year 1973.
Joan Sutherland: Who's Afraid of Opera: No. 2—Mignon, WNET/New York.	Dec. 16, 1973, 7:30 to 8, repeat July 22, 1973, 8 to 8:30.	do	Joan Sutherland stars in the last mini-opera of the series begun in fiscal year 1973.
Evening at Pops No. 501, Cole Porter (OB: EaP No. 401, July 3, 1973, WGBH/Boston.	Jan. 6, 1974, 7:30 to 8:30, repeat Jan. 10, 1974, 10 to 11.	Bobby Short	Musical performance.
Evening at Pops No. 502, Ilana Vered (OB: EaP No. 402, July 15, 1973, WGBH/Boston.	Jan. 13, 1974, 7:30 to 8:30, repeat Jan. 17, 1974, 9 to 10.	Ilana Vered	Do.
Evening at Pops No. 503, Carmen de LaValade (OB: EaP No. 405, Aug. 5, 1973), WGBH/Boston.	Jan. 20, 1974, 7:30 to 8:30, repeat Jan. 22, 1974, 9 to 10.	Carmen de LaValade.	Do.
Evening at Pops No. 504 (OB: EaP No. 406, Aug. 12, 1973), WGBH/Boston.	Jan. 27, 1974, 7:30 to 8:30, repeat Jan. 29, 1974, 9 to 10.	Boots Randolph	Do.
Evening at Pops No. 506, Old Timers' Night (OB: No. 412, Sept. 23, 1973), WGBH/Boston.	Feb. 10, 1974, 7:30 to 8:30, repeat Feb. 12, 1974, 9 to 10.	Eubie Blake	Do.
Theater in America No. 105—King Lear, WNET/New York.	Feb. 20, 1974, 8:30 to 11:30.		Features James Earl Jones as King Lear in New York Shakespeare Festival.
Theater in America No. 115—Lorraine Hansberry: To Be Young, Gifted and Black (OB: NP No. 1, Jan. 20, 1972), WNET/New York.	May 1, 1974, 8:30 to 10	Cast	The dramatic story of the gifted playwright who died in her prime.
Joan Sutherland: Who's Afraid of Opera, series, (all repeats Nos. 101 to 106), WNET/New York.	May 5, 1974 to June 9, 1974, 8:30 to 9.	Joan Sutherland	The repeat series of 6 minioperas featuring Joan Sutherland.
Theater in America No. 118—Monkey, Monkey, Bottle of Beer, How Many Monkeys Have We Here, WNET/New York.	May 22, 1974, 8:30 to 10	Helene Friedman, Doloris Gaskin, Diane Danzi, Rosemary deAngeles, Peggy Kirkpatrick, Jean deBaer, Marc Jefferson.	The play, written by actress/songwriter/playwright Marsha Sheiness, is a psychological drama about an unusual medical experiment and features an almost exclusively female cast.
Hollywood Television Theater No. 110—The Sty of the Blind Pig, KCET/Los Angles.	May 29, 1974, 8:30 to 10	Members of the Negro Ensemble Company.	Written by Phillip deHayes, the drama focused on black life in Chicago in the 1960's, and the conflict between the old and new black movements.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.

[2] The normal Saturday repeat feed of Playhouse New York Biography is included because it is in prime time. The additional Saturday repeat feed for the west coast, which normally begins at midnight, is not included.

[3] Saturday repeat feed only; original prime time feed preempted by Watergate.

IV.—GENERAL AUDIENCE

Title and producer/locale	Date and time[1]	Guests	Description
Basic Training (OB: SOW No. 1, Oct. 4, 1971), WNET/New York.	July 4, 1973, 8 to 9:30	Miscellaneous members of an army company.	A detailed cinema vérité account of the rigors and routines of army life (Wiseman).
Firing Line No. 242—Drugs and Freedom, SECA/Columbia.	July 15, 1973, 10 to 11	Dr. Thomas Szasz	Discussion of legalization of drugs, which Szasz favored drug addiction is a moral, not a medical problem.
What's the Big Idea? No. 104—Americans Like Authority, WGBH/Boston.	Aug. 22, 1973, 8 to 9	Hostess Doris Kearns, Roger Baldwin, Robert Quinn, Michael Walker, Elwood McKinney.	Discussion of women's lib, civil disobedience, civil rights, labor unions, amnesty.
The Wightman Cup, WGBH/Boston.	Aug. 25, 1973, 2 to 6, Aug. 26, 1973, 1 to 5:30.	Chris Evert, Patti Hogan, Jeanne Evert, Marita Redondo, Linda Buero versus Virginia Wade, Lindsey Beavan, Veronica Burton, Lesley Charles, Glynis Cole.	American and British women teams compete in the 50th anniversary Wightman Cup tennis games.
Special of the Week No. 301—Juvenile Court, WNET/New York.	Oct. 1, 1973, 8 to 9:30		Wiseman cinema vérité documentary re workings of juvenile court system.
Hospital, WNET/New York	Oct. 17, 1973, 8 to 9:30	Various	Fred Wiseman documentary re workings of a hospital.
Special of the Week No. 305A—Wrinkles, Birthdays and Other Fables, KCET/Los Angeles.	Oct. 29, 1973, 8 to 9, repeat Nov. 3, 1973, 10 to 11.	Host Flip Wilson	A combination of light entertainment and serious discussion of the elderly's plight.
Special of the Week No. 305B—Changing Other Fables, KCET/Los Angeles.	Oct. 29, 1973, 9 to 9:30, repeat Nov. 3, 1973, 11 to 11:30.	Maggie Kuhn, Grey Panthers.	A panel discussion of society's discrimination against the elderly.
Basic Training (OB: SOW No. 1, Oct. 4, 1971), WNET/New York.	Nov. 4, 1973, 4:30 to 6	Miscellaneous members of an Army company.	A detailed cinema vérité account of the rigors and routines of army life (Wiseman).
The Killers Nos. 101 to 105—Heart Disease, Genetic Defects, Pulmonary Disease, Trauma, Cancer, WNET/New York.	Nov. 19, 1973, Dec. 17, 1973, Jan. 14, 1974, Feb. 11, 1974, Mar. 11, 1974, 8 to 9:30.		For Spanish version, see fiscal year 1974 series list. Health series special with indepth examination of 5 leading causes of death in America.
Bill Moyers' Journal No. 206—This Neighborhood is Obsolete, WNET/New York.	Dec. 5, 1973, 8 to 8:30	Various Chicago residents.	Explored the practice of financial institutions in not loaning money for houses in bad neighborhoods (housing—consumer affairs).
Juvenile Court (OB: SOW No. 301, Oct. 1, 1973), WNET/New York.	Dec. 15, 1973, 10 to 11:30	Various	Wiseman cinema vérité documentary re workings of juvenile court system.
The Advocates No. 410—A College Education: For the Many or the Few? WGBH/Boston.	Jan. 3, 1974, 8 to 9	Colette Manoil, Fritz Machlup, Paul Kurtz versus John Burgess, Kenneth Tollett, Freda Rebelsky.	Debate on pros and cons of a libera arts college education (as opposed to vocational or community colleges).
Firing Line No. 316—Penal Reform, SECA/Columbia.	Jan. 20, 1974 10 to 11	Jessica Mitford	The noted author criticized the penal system citing abuses of inmates.
Special of the Week No. 317A—Parole, NPACT/Washington, D.C.	Jan. 21, 1974, 8 to 9, repeat Jan. 26, 1974, 11 to 12.		A study of parole hearings at Washington State Penitentiary.
Special of the Week No. 317B—Four Grey Walls, KBYU/Provo, Utah.	Jan. 21, 1974, 9 to 9:30, repeat Jan. 26, 1974, 12 to 12:30.		A study of prison life at Utah State Prison.
Bill Moyers' Journal No. 220—A Conversation with Herbert Marcuse, WNET/New York.	Mar. 12, 1974, 8 to 9	Herbert Marcuse, Ph. D.	The Marxist philosopher gave his views on the fate of the student movement of the 1960's and on effecting social change through civil disobedience.
Special of the week No. 325A—Uncle Sam Requests the Pleasure of, NPACT/Washington, D.C.	Mar. 18, 1974, 8 to 9, repeat Mar. 23, 1974, 10:30 to 11:30.	Secretary of the Army Howard Calloway, former Assistant Secretary of Defense Roger Kelley, various recruits.	An examination of the success/failure of new U.S. Volunteer Army; a comparison with British system; including allegations that U.S. Volunteer Army is drawn from minorities.
Washington Connection No. 109—Veterans, NPACT/Washington, D.C.	Mar. 20, 1974, 8 to 8:30	Charles Rowe, Donald Johnson students of Jacksonville Junior College, Senator Alan Cranston, Democrat, of California.	Specific problems faced by Viatnam veterans, as veterans of an unpopular war; Vets described problems with jobs, education, housing and health benefits.

IV—GENERAL AUDIENCE—Continued

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time	Guests	Description
Washington Connection No. 111—Occupational Health and Safety, NPACT/Washington, D.C.	Apr. 3, 1974, 8 to 8:30	Dr. Irving Selikoff, Representative William Steiger, Republican, of Wisconsin, Dr. Marcus Key.	Investigative report re asbestos poisoning at Pittsburgh Corning plant Tyler, Tex.; vinyl chloride and liver cancer at Goodyear plant; congressional efforts re OSHA.
VD Blues (OB: SOW No. 202, Oct. 9, 1972), WNET/New York.	Apr. 4, 1974, 9 to 10, repeat Apr. 6, 1974, 8:30 to 9:30.	Dick Cavett	Using light entertainment, the program provided information re symptoms, treatment and myths about VD.
The Epidemic Nobody Believes, Georgia ETV.	Apr. 4, 1974, 10 to 10:30, repeat June 4, 1974, 9:30 to 10.	Ron Reed	Several vignettes portrayed people's misconceptions re VD.
Bill Moyers' Journal No. 225—Albert Shanker and Teacher Power, WNET/New York.	Apr. 16, 1974, 8 to 9	Albert Shanker	A profile of the politics and personality of Shanker—his effects on labor movement.
Firing Line No. 329—The Question of South Africa, SECA/Columbia.	Apr. 21, 1974, 10 to [illegible]	Jon Vorster	The South African Prime Minister defended his apartheid policies.
Firing Line No. 330—The Question of Rhodesia, SECA/Columbia.	Apr. 28, 1974, 10 to 11	Ian Smith	The Rhodesian Prime Minister defended the legitimacy of his minority government.
The Advocates No. 425—Should Marriage Between Homosexuals Be Permitted? WGBH/Boston.	May 16, 1974, 8 to 9	Franklin Kameny, Elaine Noble, Dr. Richard Green versus Tobias Simon, Charles Socarides, Robin Smith.	A debate on whether homosexual behavior should be considered normal or variant, and consequently whether the legal right to marry should be given.
Washington Connection No. 118—The Housing Crisis, NPACT/Washington, D.C.	Apr. 22, 1974, 8 to 8:30	James Lynn, Charles Fraser, Gov. John West, Democrat, of South Carolina, various families.	A close look at the housing crisis with a case study of South Carolina communities of Charleston, Georgetown; and problems of lower income families; critical examination of the Federal subsidy program.
The open mind No. 103—Health Care in America, WETA/Washington, D.C. (WPIX—New York comcial).	May 22, 1974, 10 to 11	Senator Edward Kennedy, Democrat, of Massachusetts, Dr. Malcolm Todd.	2 contrasting views (Kennedy, Todd) on national health insurance, followed by panel discussion.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.

MINORITIES' AND WOMEN'S PROGRAMING FISCAL YEAR 1975

I—SERIES[1]

Title and producer/locale	Date and time[2]	Guests	Description
Woman, WNED/Buffalo	Oct. 1, 1974 to June 24, 1975 (Nos. 201 to 235) (plus repeats) 9:30 to 10.		New season of the series devoted to the changing self-image and new options of contemporary women; 39 ½ hr programs.
Acciòn Chicano, KCET/Los Angeles.	Oct. 19, 1974 to Nov. 5, 1974 (Nos. 101 to 106) 10 to 10:30.		6-part series featuring Chicano performers and cultural affairs.
SOUL WNET/New York	Nov. 7, 1974 to Dec. 26, 1974 (all repeats).		8 weekly hour programs devoted to soul music.
Carrascolendas, KLRN/Austin	July 6, 1974 to June 22, 1975 9:30 to 10 a.m., Wednesday (repeat, Saturday, Sunday).		Weekly bilingual program set in the imaginary land of Carrascolendas combining skits, plays, songs, and cartoons to teach Spanish and English.
Villa Alegre, BC/TV/Oakland, Calif.	Sept. 23, 1974 to June 30, 1975 (Nos. 101 to 165) (plus 2 repeats of the series) 11:30 a.m. to 12, 5:30 to 6 p.m., Monday through Friday (repeat, Saturday, Sunday).	Cast	A daily program for children, age 4 to 8, using Spanish and English while learning about human nature, the environment, food and nutrition, and energy.
Black Perspective on the News, WHYY/Philadelphia.	Aug. 23, 1974 to June 27, 1975 (Nos. 201 to 244) 7:30 to 8.	Various	44 ½ hr programs featuring interviews with national leaders and public officials by members of the black media.
Black Journal, WNET/New York.	Jan. 9, 1975 to Apr. 3, 1975 (Nos. 501 to 513) prefed		13 1-hour programs hosted by Tony Brown: 11 in an entertainment/talk show format featuring black entertainers, fashion designers and black leaders; 2 programs in quiz show format with questions about black history.
Interface, WETA/Washington, D.C.	Mar. 4, 1975 to June 24, 1975 (Nos. 201 to 217)		Weekly ½ hr programs, using documentaries, profiles, and performances to spotlight minority cultural affairs.
The Naturalists (Spanish version), KRMA/Denver.	July 2, 1974 to July 23, 1974 (Nos. 201 to 204) prefed (30 min).		Profiles Thoreau and other naturalists, in Spanish.

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[1] See appendixes for individual program titles and/or guests.

[2] All times are prime time (6 to 11 p.m.), unless otherwise noted.

II—SPECIALS

Title and producer/locale	Date and time[1]	Guests	Description
Newport Jazz Festival: A Tribute to Louis Armstrong (OB: SOW No. 306A, Nov. 5, 1973), WNET/New York.	July 18, 1974, 9 to 10, repeat July 20, 1974, 8:30 to 9:30, without Fitzgerald segment.	Ella Fitzgerald, Earl Hines, Dave Brubeck, Dizzy Gillespie.	The guests join in a musical tribute to Louis Armstrong.
Special of the Week No. 341—The Resolution of Mossie Wax (OB: Jan. 6, 1973), WITF/Hershey.	July 8, 1974, 8:30 to 10, repeat July 13, 1974, 9:30 to 11[2].	Cast: Kate Harrington, Jeanette Dubois, Victoria Medlin.	(A drama.) The story of Appalachia's Mossie Wax, "an old woman with winter in her hair" who fiercely fought the humiliation of welfare, and for independence to grow old with dignity.
Special of the Week No. 349A—Deep South, Deep North, KOCE/Huntington Beach., Calif., and BBC.	Sept. 2, 1974, 8 to 9, repeat Sept. 7, 1974, 9:30 to 10:30.	Citizens of Alabama and Detroit.	British reporter's perspective of effects of mandatory school desegregation in the United States.
Doctor, Lawyer, Indian Chief: The Melting Pot (OB: Aug. 29, 1972), WMVS/Milwaukee.	Sept. 4, 1974, 8:30 to 9, repeat Sept. 7, 1974, 10:30 to 11.	Cast	Play exploring cultural pluralism in American society; the 3 segments analyze mobility, culture, conflict and racism.
Special of the Week No. 350B—WNET Opera Theatre: The Death Goddess (OB: Jan. 22, 1973), WNET/New York.	Sept. 9, 1974, 9 to 10		Shin-Ichiro Ikebe's comic opera, a grim fairy tale set in modern Japan and produced by the Japan Broadcasting Corporation.
Special of the week[3] No. 408B, Bill Moyers' Journal No. 204—Maya Angelou (OB: Nov. 21, 1973), WNET/New York.	Nov. 25, 1974, 9 to 9:30, repeat Nov. 30, 1974, 10 to 10:30.	Maya Angelou	The poet and playwright discusses the black woman's perspective.
Special of the Week No. 409A—Cuba, the People, WNET/New York.	Dec. 2, 1974, 8 to 9, repeat Dec. 7, 1974, 9 to 10.	Cuban citizens	Documentary on Cuba and its people and life there since the 1959 revolution.
Oliver Lake BAG[3] (OB: The Session No. 116, Oct. 6, 1973), WSIU/Carbondale, Ill.	Dec. 30, 1974, 9:30 to 10.	Oliver Lake BAG	Music special.
One of a Kind, Special Oscar Brown, KCET/Los Angeles.	Dec. 31, 1974, 9:30 to 10	Oscar Brown	Do.
Mabal Mercer, Bobby Short and Friends (OB: SOW No. 208, Nov. 20, 1972), South Carolina ETV/Columbia.	Dec. 31, 1974, 11 to 12	Mabel Mercer, Bobby Short.	Do.
Black Perspective on the News Special: Review of 1974, Projections for 1975, WHYY/Philadelphia.	Jan. 4, 1975, 8 to 9	Journalists: Vern Odum, Claude Lewis, Paul Delaney, Charlayne Hunter, Jim Vance, Austin Scott.	Hosts Reginald Bryant and Acel Moore discussed with their guests the more important news events in 1974 from the perspective of black Americans.
Special of the Week No. 425A—Menominee (OB: May 30, 1974), WPNE/Green Bay.	Mar. 24, 1975, 8 to 9	Ted Boyd, VP of Menominee Enterprises, Gov. Patrick Lucey, Democrat, of Wisconsin.	The history of the Menominee Tribe and struggle after reservation status was terminated and its ultimate success in restoring its tribal status and a land trust.
A China Memoir, WNET/New York.	Apr. 15, 1975, 8:30 to 10:30.	Shirley MacLaine	Shirley MacLaine narrates and discusses her film of a trip to China by a delegation of American women; the film is followed by 45-min. discussion with the women who went to China.
Special of the Week No. 433—Harlem, Voices and Faces, WNET/New York	May 19, 1975, 8 to 9:30, repeat May 24, 1975, 9 to 10:30.		A hard-hitting Swedish documentary about the harsh living conditions in America's Harlem.
Woman Alive (OB: June 19, 1974), KERA/Dallax.	June 5, 1975, 10 to 11	Pat Sackrey, Crystal Jordon, Gloria Steinem, Lily Tomlin, Melissa Manchester.	Magazine segments include a couple's adjustment to her career; a female labor leader's efforts; discussions with Gloria Steinem and black feminists; Lily Tomlin sketch; Melissa Manchester songs.
Rachel, la Cubana (OB: March 4, 1974), WNET/New York.	June 11, 1975, 9 to 11	Lili Darvas, Lee Venora (share role of Rachel).	Set in Cuba on the eve of Castro's 1959 revolution, the "vaudeville with music" centers around the memories of Rachel, once the most beautiful and exciting of Havana's music hall stars.
Growing Up Female (OB: January 7, 1974), WGBH/Boston.	June 19, 1975 10 to 11:30	Various	Documentary on social forces which mold women's thinking. Also have discussion with 8 men and 8 women and their reactions to the film.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.

[2] The normal Saturday repeat feed of Special of the Week (and occasional other specials) is included because it is in prime time. The additional Saturday repeat feed for the west coast, which normally begins at midnight, is not included.

[3] Although a program from a series, it was aired in fiscal year 1975 as a special.

III—OTHER PROGRAMS

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time ¹	Guests	Description
A. PUBLIC AFFAIRS PROGRAMS			
What's the Big Idea? No. 101—Why Women Don't Succeed (OB: August 1, 1973), WGBH/Boston.	July 2, 1974, 9 to 10	Barbara Newell, Bernice Miller, Alma Emerson, Frances Grossman.	A discussion of women's attitudes toward success or failure.
Firing Line No. 403—Shockley's Thesis, SECA/Columbia.	July 21, 1974, 10:30 to 11:30.	Dr. William Shockley.	Shockley defended his theory that blacks are genetically inferior to whites.
Firing Line No. 407—Looking Back on George Jackson, SECA/Columbia.	August 18, 1974, 10 to 11.	Gregory Armstrong, Albert Harris, Jr., Esq.	Armstrong charged Soledad prison officials with setting up the death of Jackson; Harris denied the charges.
Jeanne Wolf with No. 103, WPBT/Miami.	August 20, 1974, 9 to 9:30.	Lily Tomlin	The comedienne discusses creative humor and TV's treatment of women.
Jeanne Wolf With No. 104, WPBT/Miami.	August 27, 1974, 9 to 9:30.	Lt. Gen. Daniel James.	The only black Assistant Secretary of Defense, James described his role as Director of the Pentagon's Office of Public Affairs.
Jeanne Wolf With No. 105, WPBT/Miami.	Sept. 10, 1974, 9 to 9:30.	Phyllis Diller	Phyllis Diller talks about her career as a comedienne.
Jeanne Wolf With No. 106, WPBT/Miami.	Sept. 17, 1974, 9 to 9:30.	Florence Henderson	Actress Florence Henderson talks about her acting career and life as a wife and mother.
Firing Line No. 417—Recognize Cuba? SECA/Columbia.	Oct. 27, 1974, 9:30 to 10:30.	Jorge Mas, native of Cuba, Tad Szulc.	The 2 guests debated the legitimacy of the Castro regime.
Religious America No. 205—Koinonia (OB: No. 105, Feb. 3, 1974, WGBH/Boston.	Nov. 14, 1974, 8:30 to 9	Members of the congregation.	A look at the Koinonia Baptist Church in Gary, Ind., which involves itself in the black community.
Washington Straight Talk No. 208, NPACT/Washington, D.C.	Nov. 24, 1974, 7:30 to 8	Vernon Jordan	The director of the National Urban League gave his views on the civil rights movement today.
America Nos. 111, 112, Firebell in the Night, pts I, II, KCET/Los Angeles.	Nov. 26, 1974, Dec. 3, 1974, 8 to 8:30.		Civil War and slavery are discussed; efforts to stop slavery; factors which contributed to its growth; Supreme Court's Dred Scott decision.
Book Beat No. 917—The Westerners, WTTW/Chicago.	Nov. 27, 1974, 7:30 to 8	Dee Brown	The author discussed his book on the early West and white exploitation of Indians.
Religious America No. 207—Louis (OB: No. 110, Mar. 10, 1974, WGBH/Boston.	Nov. 28, 1974, 8:30 to 9	Residents of Louise, Miss.	The religious life of the black community of Louise, Miss.
Firing Line No. 429—Where Do We Go Now for Equality? SECA/Columbia.	Jan. 19, 1975, 9:30 to 10:30.	Vernon Jordan	Jordan and Buckley sparred about the civil rights movement and its vitality today.
Behind the Lines No. 413—The Distaffers; WNET/New York.	Jan. 26, 1975, 10:30 to 11.	Lynn Scher, Barbara Kerr, Liz Peer, Suzanne Levine.	The guests discussed discrimination against women by the media.
Assignment America No. 105—Maggie Kuhn: Wrinkled Radical, WNET/New York.	Feb. 14, 1975, 7:30 to 8	Maggie Kuhn	Studs Terkel hosts a profile of the leader of the "Gray Panthers," an organization of the elderly.
Assignment America No. 108—Angela Davis: A Closer Look, WNET/New York.	Feb. 25, 1975, 7:30 to 8	Angela Davis	Maya Angelou hosts an interview with Davis giving a glimpse of her as a woman rather than a revolutionary.
Assignment America No. 111—Does America Still Work? WNET/New York.	Mar. 18, 1975, 7:30 to 8	Maya Angelou, Doris Kearns, George Will, Studs Terkel.	In a departure from the usual format, the 4 hosts came together to discuss American life; Angelou emphasized that the system has never worked for black Americans.
Washington Straight Talk No. 225, NPACT/Washington, D.C.	Mar. 24, 1975, 7:30 to 8	Representative Barbara Jordan, Democrat of Texas.	Jordan gave her views on the economy, blacks, politics, and President Ford.
Assignment America No. 112—Valerie Harper: TV's Rhoda, WNET/New York.	Mar. 25, 1974, 7:30 to 8	Valerie Harper	The star of "Rhoda" discussed her life, her program and TV's treatment of women with host Maya Angelou.
Assignment America No. 113—The New South: Andrew Young, WNET/New York.	Apr. 1, 1975, 7:30 to 8	Representative Andrew Young, Democrat, of Georgia.	Host Doris Kearns gives a history of the civil rights movement and interviews Representative Young.
Firing Line No. 439—Feminism, SECA/Columbia.	Apr. 6, 1975, 9:30 to 10:30.	Clare Booth Luce	An interview with Ms. Luce about women's liberation.
Assignment America No. 114—The New South: John Popham, WNET/New York.	Apr. 8, 1975, 7:30 to 8	John Popham	Doris Kearns interviews the editor of the Chattanooga Times about the changing social attitudes of the South.
Bill Moyers' Journal No. 113—Year of the Woman, WNET/New York.	Apr. 10, 1975, 8 to 9		In conjunction with the U.N. declaration of 1975 as International Woman's Year, Moyers represents a spot check report on the status of women around the world.
Asignment America No. s117—Bill Russell: Basketball's Gentle Giant, WNET/New York.	Apr. 29, 1975, 7:30 to 8		Host Maya Angelou profiles the famous basketball player, now coach of Seattle Supersonics.

III—OTHER PROGRAMS—Continued

ams discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time	Guests	Description
Book Beat No. 939—You Can Get There from Here, WTTW/Chicago.	Apr. 30, 1975, 7:30 to 8	Shirley MacLaine	The actresss discusses her book about her television series and her tour to China
Book Beat No. 941—A Time to Die, WTTN/Chicago.	May 14, 1975, 7:30 to 8	Tom Wicker	The journalist discusses his role during the Attica uprising and his book about the event.
Assignment America No. 120—James Baldwin: Conversation with a Native Son, WNET/New York.	May 20, 1975, 7:30 to 8		Host Maya Angelou interviews the noted author.
Book Beat No. 492—The Massacre at Fall Creek, WTTW/Chicago.	May 21, 1975, 7:30 to 8	Jessamyn West	The author discusses the 1824 massacre of friendly Indians by white settlers.
B. CULTURAL AND MUSIC PROGRAMS			
Boboquivari No. 301 (OB: No. 1, Aug. 4, 1971, Oct. 23, 1973, Dec. 31, 1973), KCET/Los Angeles.	July 3, 1974, 8:30 to 9	Freddie King	Musical performance.
Evening at Pops No. 601, WGBH/Boston.	July 7, 1974, 8 to 9, repeat July 11, 1974, 8 to 9.	Marian Anderson	Do.
Boboquivari No. 302 (OB: No. 3, Aug. 18, 1971), KCET/Los Angeles.	July 10, 1974, 8:30 to 9	Roberta Flack	Do.
Evening at Pops No. 603, WGBH/Boston.	July 21, 1974, 8 to 9[1]	Jose Molina	Do.
Evening at Pops No. 604, WGBH/Boston.	July 28, 1974, 8 to 9, repeat Oct. 1, 1974, 8 to 9	Peggy Lee	Do.
Boboquivari No. 307 (OB: No. 8, Sept. 22, 1971, Oct. 27, 1973), KCET/Los Angeles.	July 31, 1974, 8:30 to 9	Lightnin' Hopkins	Do.
The Boarding House No. 101, KQED/San Francisco.	Aug. 7, 1974, 9:30 to 10	Taj Mahal	Blues singer's performance emphasizes black roots of music.
The Boarding House No. 102, KQED/San Francisco.	Aug. 14, 1974, 9:30 to 10	The Pointer Sisters	Musical performance.
Evening at Pops No. 607, WGBH/Boston.	Aug. 18, 1974, 8 to 9, repeat Aug. 22, 1974, 8 to 9.	The Modern Jazz Quartet.	Do.
The Boarding House No. 103, KQED/San Francisco.	Aug. 21, 1974, 9:30 to 10	Esther Phillips	Do.
Evening at Pops No. 608, WGBH/Boston.	Aug. 25, 1974, 8 to 9, repeat Aug. 29, 1974, 8 to 9.	Anna Maria Vera	Do.
Evening at Pops No. 609, WGBH/Boston.	Sept. 1, 1974, 8 to 9, repeat Sept. 5, 1974, 8 to 9.	Eileen Farrell	Do.
The Boarding House No. 105, KQED/San Francisco.	Sept. 11, 1974, 9:30 to 10	Mary McCreary	Do.
The Boarding House No. 106, KQED/San Francisco.	Sept. 18, 1974, 9:30 to 10	Wendy Waldman	Do.
Evening at Pops No. 613 (OB: No. 404, July 29, 1973), WGBH/Boston.	Sept. 29, 1974, 8 to 9	Ella Fitzgerald	Do.
Special of the Week No. 402—In Performance at Wolf Trap No. 101: The Daughter of the Regiment, WETA/Washington, D.C.	Oct. 14, 1974, 8 to 10, repeat Oct. 19, 1974, 9 to 11.	Beverly Sills	The opera featured Ms. Sills as the main character
Hollywood Television Theatre No. 301, The Chinese Prime Minister, KCET/Los Angeles.	Oct. 23, 1974, 9 to 10:30	Dame Judith Anderson.	The drama featured Dame Judith Anderson.
Special of the Week No. 404A—In Performance at Wolf Trap: Sarah Vaughan and Buddy Rich, WETA/Washington, D.C.	Oct. 28, 1974, 8 to 9, repeat Nov. 2, 1974, 9 to 10.	Sarah Vaughan, Buddy Rich.	The noted black singer teamed with drummer Rich for a musical.
Soundstage No. 101, Blues Summit in Chicago, WTTW/Chicago.	Nov. 12, 1974, 10 to 11	Muddy Waters, Johnny Winter, Dr. John, Mike Bloomfield, Buddy Miles, Junior Wells, Willie Dixon, Nick Gravenites, Koko Taylor.	A musical performance by the best blues artists in America to honor Muddy Waters.
Soundstage No. 102, Jose, WTTW/Chicago.	Nov. 19, 1974, 10 to 11	Jose Feliciano	Musical performance.
Special of the Week No. 405A—In Performance at Wolf Trap No. 104: Preservation Hall Jazz Band, WETA/Washington, D.C.	Nov. 25, 1974, 8 to 9, repeat Nov. 30, 1974, 9 to 10.	Preservation Hall Jazz Band.	The band performs New Orleans jazz.

III—OTHER PROGRAMS—Continued

[Programs discussed minorities and women's issues and/or featured minorities and women as guests]

Title and producer/locale	Date and time	Guests	Description
Caught in the Act No. 105, WNJT/New Jersey.	Nov. 25, 1974, 9:30 to 10, repeat Nov. 30, 1974, 10:30 to 11.	The Persuasions	Musical performance.
Caught in the Act No. 106, WNJT/New Jersey.	Dec. 2, 1974, 9:30 to 10, repeat Dec. 7, 1974, 10:30 to 11.	Arthur Prysock	Do.
Soundstage No. 105, Yes, We Can, WTTW/Chicago.	Dec. 10, 1974, 10 to 11	The Pointer Sisters	Do.
Special of the Week No. 414—In Performance at Wolf Trap No. 107, National Folk Festival, WETA/Washington, D.C.	Jan. 6, 1975, 8 to 9, repeat Jan. 11, 1974, 9 to 10.	Various	The diversity of American folk culture is explored through performances by a steel band, a backwoods orchestra and an Indian tribal troupe.
Soundstage No. 108, The Paradise Club: Summer of 1958, WTTW/Chicago.	Jan. 7, 1975, 10 to 11	George Kirby, Della Reese, Jackie Wilson.	Musical performance.
Soundstage No. 110, Bonnie Raitt, Buddy Guy, and Junior Welles, WTTW/Chicago.	Jan. 21, 1975, 10 to 11	Bonnie Raitt, Buddy Guy, Junior Welles.	Do.
Soundstage No. 113, Herbie and Chick, WTTW/Chicago.	Feb. 11, 1975, 10 to 11	Herbie Hancock, Chick Corea.	Do.
Special of the Week No. 420A—At the Top No. 101, WXXI/Rochester.	Feb. 17, 1975, 8 to 9, repeat Feb. 22, 1975, 9 to 10.	Thad Jones, Mel Lewis Orchestra.	Do.
Soundstage No. 114, WTTW/Chicago.	Feb. 18, 1975, 10 to 11	Don McLean, The Persuasions.	Do.
Soundstage No. 115, Kris and Rita, WTTW/Chicago.	Feb. 25, 1975, 10 to 11	Rita Coolidge, Kris Kristofferson.	Do.
Theatre in America No. 105, King Lear (OB: Feb. 20, 1974).	Mar. 26, 1975, 9 to 11	James Earl Jones	The New York Shakespeare Festival drama features James Earl Jones as King Lear.
Theatre in America No. 118, Monkey, Monkey, Bottle of Beer, How Many Bottles Have We Here? (OB: May 22, 1974), WNET/New York.	Apr. 9, 1975, 9 to 10	Helene Friedman, Doloris Gasking, Diane Danzi, Rosemary de Angeles, Peggy Kirkpatrick, Jean de Baer, Marc Jefferson.	The play, written by actress/song writer/playwright, Marsha Sheiness, is a psychological drama about an unusual medical experiment; features an almost exclusively female cast.
Hollywood Television Theatre No. 305, Ladies of the Corridor, KCET/Los Angeles.	Apr. 10, 1975, 9 to 11	Cloris Leachman, Jane Wyatt, Mike Farrell, Chris Stone, Barbara Baxley, Zorah Lampert.	Written by Dorothy Parker, the play follows the fortunes and misfortunes of a group of women living in New York.
Theatre in America No. 202, The Year of the Dragon (OB: prefed, Jan. 12, 1975), KQED/San Francisco.	Apr. 16, 1975, 9 to 10:30.	Conrad Yama, Pat Suziki, George Takei	Frank Chin's tender portrait of a China town family torn by the contending forces of tradition and assimilation.
In performance at Wolf Trap No. 101, The Daughter of the Regiment (OB: Oct. 14, 1974), WETA/Washington, D.C.	Apr. 24, 1975, 9 to 10	Beverly Sills	The opera features Ms. Sills in the feature role.
In performance at Wolf Trap No. 102, Sarah Vaughan and Buddy Rich (OB: Oct. 28, 1974), WETA/Washington, D.C.	May 1, 1975, 9 to 10	Sarah Vaughan, Buddy Rich.	The noted black singer teams with drummer Rich for a musical performance.
Special of the Week No. 431—At the Top No. 103: The Modern Jazz Quartet, WXXI/Rochester.	May 5, 1975, 8 to 9, repeat May 10, 1974, 9 to 10.	The Modern Jazz Quartet.	Musical performance.
In Performance at Wolf Trap No. 104, Preservation Hall Jazz Band (OB: Nov. 25, 1974), WETA/Washington, D.C.	May 15, 1975, 9 to 10	Preservation Hall Jazz Band.	The band performs New Orleans jazz.
One of a Lind No. 106 (OB: Oct. 19, 1973), KCET/Los Angeles.	May 26, 1975, 9:30 to 10	Sonny Rollins	Musical performance.
In Performance at Wolf Trap No. 107: National Folk Festival (OB: Jan. 6, 1975), WETA/Washington, D.C.	June 5, 1975, 9 to 10	Various	The diversity of American folk culture is explored through performances by a steel band, a backwoods orchestra and an Indian tribal troupe.
One of a Kind No. 107 (OB: prefed Oct. 25, 1973), KCET/Los Angeles.	June 16, 1975, 9:30 to 10	Sonny Terry and Brownie McGhee.	Musical performance.
One of a Kind No. 108 (OB: Dec. 31, 1974), KCET/Los Angeles.	June 30, 1975, 9:30 to 10	Oscar Brown, Jr., Jean Pace.	Do.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.
[3] Repeat feed preempted by Judiciary Committee hearings.

IV—GENERAL AUDIENCE

Title and producer/locale	Date and time[1]	Guests	Description
Journey to Japan, series, Japan Foundation.	July 7, 1974 to Nov. 3. 1974, 7:30 to 8 (Nos. 101 to 118).	Various	18½ hr programs; a weekly examination of the history and culture of Japan.
What's the Big Idea? No. 204—Americans Like Authority (OB: No. 104, Aug. 22, 1973).	July 23, 1974, 9 to 10	Hostess Doris Kearns, Roger Baldwin, Robert Quinn, Michael Walker, Elwood McKinney.	Discussion of women's lib, civil disobedience, civil rights, labor unions, amnesty.
Firing Line No. 408—Public Medicine, SECA/Columbia.	Aug. 4, 1974, 10 to 11	Dr. Rossell Roth, Max Fine.	A discussion of the various national health insurance proposals before Congress.
American in Transition, NPACT/Washington, D.C.	Aug. 9 1974, 8 to 11	Various	An assessment of the mood of the Nation with remote spots from across the country; including interviews with citizens of all political persuasions.
Special of the Week No. 347A—Parole (OB: SOW No. 317A, Jan. 21, 1974).	Aug. 24, 1974, 9:30 to 10:30.[2]		A study of parole hearings at Washington State Penitenitiary.
Special of the week No. 348A—Uncle Sam Requests the Pleasure of, NPACT/Washington, D.C.	Aug. 31, 1974, 9:30 to 10:30[2]	Howard Calloway, Roger Kelley, various recruits	An examination of the success/failure of new U.S. Volunteer Army; a comparison with British system; including allegations that U.S. Volunteer Army is drawn from minorities.
The Killers Nos. 201 to 205 (all repeats), Heart Disease, Gnetic Defects, Pulmonary Disease, Trauma, Cancer, WNET/New York	Sept. 2, 1974 to Sept. 6, 1974, 9 to 10:30		Repeat of series of 90-min. programs examining medical conditions affecting Americnas.
Burglar Proofing, series, WMPB/Owings Mills, Md.	Oct. 1, 1974 to Nov. 5, 1974, 10:30 to 11 (Nos. 101 to 106)		6-part series showing viewers how to lessen chances of being burglarized.
Mele Hawaii, series, KHET/Hawaii	Oct. 5, 1974 to Jan. 1, 1975 Nos. 101 to 106; 201 to 206: repeats)		6-part series on Hawaiian music people, culture, and history.
Firing Line No. 417—The Question of Rhodesia (OB: FL No. 330, Apr. 28, 1974), SECA/Columbia	Oct. 20, 1974, 10:30 to 11	Ian Smith, Rhodesian Prime Minister	Ian Smith defended Rhodesia's policy of apartheid.
Special of the Week No. 403A—Drink, Drank, Drunk, WQED/Pittsburgh	Oct. 21, 1974, 8 to 9, repeat Oct. 26, 1974, 9 to 10	Hostess: Carol Burnett	The program, aimed at families of alcoholics, explained the disease and how a family should deal with it.
Special of the Week No. 403B—Alcoholism: One Family's Story, WQED/Pittsburgh	Oct. 21, 1974, 9 to 10, repeat Oct. 26, 1974, 10 to 11		A family described their own experience with the father's alcoholism.
America in Transition: The Quarterly Report, NPACT/Washington, D.C.	Nov. 1, 1974, 10 to 12	Various, plus citizens' panel	A discussion of the 93d Cong. and of issues facing the United States on the eve of elections
An Hour with Joan Baez, KCET/Los Angeles	Dec. 12, 1974, 10 to 11	Joan Baez	Special concert featuring folk singer Joan Baez.
The High Cost of Healing, WCET/Cincinnati (science group)	Dec. 19, 1974, 10 to 11	Various	An hour long look at causes of increasing health costs and proposals for national health insurance.
Special of the Week No. 413A—The Quality of Life, WCET/Cincinnati (science group)	Dec. 30, 1974, 8 to 9, repeat Jan 4, 1975, 9 to 10		An examination of problems (and possible solutions) caused by rapid technological development and urban transportation, housing, the standard of living.
Drink, Drank, Drunk (OB: SOW No. 403A, Oct. 21, 1974), WQED/Pittsburgh	Jan. 1, 1975, 9 to 10	Hostess: Carol Burnett.	Aimed at families of alcoholics, the program explained the disease and how to deal with it.
Japanese Film, series, KQED/San Francisco.	Jan. 9, 1975 to Apr. 3, 1975, 9 to —	Various	13 film from Japan of varying lengths with English subtitles.
Consumer Survival Kit, series, WMPB/Owings Mills, Md.	Jan. 9, 1975 to June 26, 1975 (Nos. 101 to 125), 7:30 to 8.		25 ½ hr programs teaching consumer protection.
Special of the Week No. 417—World Hunger, Connecticut ETV.	Jan. 27, 1975, 8 to 9:30	Various	A report of 3 nations' efforts to deal with the effects of floods, famine and/or draught: India, Nigeria, and Colombia.
Feeling Good, series, CTW/New York.	Apr. 2, 1975 to May 21, 1975, 8 to 8:30.		A series of 8 ½ hr programs, hosted by Dick Cavett, providing information on health care, including sensitive and controversial issues.
The Quarterly Report: The Last American Supper, NPACT/Washington, D.C.	Apr. 17, 1975, 9 to 11	Various	A discussion of the world food crisis and the American food shortage.
Since the American Way of WTTW/Chicago.	May 22, 1975, 10 to 11	Various funeral directors and members of the community.	A critical look at the funeral industry's profit motive practices (including a segment on black funeral directors' merchandising practices.

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[1] All times are prime time (6 to 11 p.m.), unless otherwise noted.

[2] Saturday repeat feed only.

LOCAL PROGRAMING ORIENTED TO WOMEN AND MINORITIES

Station and title	Description
Alliance, Ohio, WNEO:	
Report on Sickle-cell Anemia, 30 min special	Broadcast 4 times; of particular relevancy to blacks.
African Studies Program, 30 min special	Description and analysis of Kent State's unique African studies program. Interviews with key persons in program. (Not yet scheduled.)
Arkansas, ETV Network: The Minor Key, weekly, 30 min.	Magazine format. Black artists and black community spokesmen.
Atlanta, Ga.:	
WETV:	
Black Atlanta Today, weekly, 30 min	Focuses on local news and cultural events of interest to the black community.
Latin Atlanta, 8 per year, 30 min	In Spanish: news, interviews, cultural events, music.
WGTV: Moving on, 3 per year, 30 min	Documentary on the history of the black church in Atlanta, in association with Clark College.
Beckley, W. Va., WSWP: Black Achievement, 5-part series.	Focuses on 5 occupations in which black West Virginians have excelled.
Bethlehem, Pa., WLTV: Mundo Hispano, weekly, 30 min.	In Spanish: local and national news. Produced by members of the Hispanic community.
Boston, Mass.:	
WGBH:	
Say Brother, weekly, 60 min	Varied format—news, special events, magazine. For and about the black community, developed in association with special community committee.
Evening Compass, nightly, 30 min. Compass Weekly, weekly, 60 min. Compass Specials, varies.	News and commentary. This year Compass programs concentrated on investigative and analytic coverage of Boston school desegration (approximately 50 hr of broadcast time).
WGBX: Catch-44, nightly, 30 min	Free access and production support to community groups of all kinds for programing of own choice; 105 groups (of 750) representing ethnic minorities on program to date.
Bowling Green, Ohio, WGBU: Two-Way Street, 12 per year, 60 min.	Issues of special interest for the culturally and economically disadvantaged black families living in the large cities of Ohio.
Brooklyn, N.Y., WNYE: Noticias a Fondo, 52 per year.	In Spanish, news program designed for children.
Carbondale, Ill., WSIU: Ebony Accent, series, 30 min.	Magazine format. Includes discussion with various black groups. Produced and staffed by, Blacks in Radio-TV (organization of Southern Illinois students).
Chattanooga, Tenn., WTCI: Carousel, 52 per year	Features various black musicians on both the local and national level.
Chicago, Ill., WTTW:	
Black Experience, 60-part series, 30 min each	On every aspect of Black history. In fiscal year 1975 to date, there have been 108 broadcasts of programs in series.
Ramsey Lewis, series and specials, 13, 30 min., 1, 60 min.	Performances by black musicians of local, national reputation.
Prime Time: Chicago, 60-min special	Documentary on "Latino Student and the College Obstacle Course." 1 program in general interest series.
Live Coverage: Apr. 14-15, 1975	Station will cover hearings of House crime subcommittee, on gun control (Representative Conyers, chairman).
Cincinnati, Ohio, WCET:	
Think Cincinnati, series, 30 min	Local events, institutions, and personalities. Frequent focus on the black community.
Black Perspective, weekly, 30 min	Magazine format. Local issues involving black community.
We the Women, 40-part series, 30 min	Role of women in American scene; several programs on the black woman particularly.
Columbus, Ohio, WOSU:	
On Aging, special series	One program in series specifically targeted to blacks. Entire series covered issues of concern to senior citizens.
Various titles, 26, 30 min	Cultural programs, magazine format, developed in association with Ohio State's Department of Black Studies.
Dallas, Tex., KERA:	
Newsroom, nightly, 30 min	Local news coverage; of 7 reporters. 1 is black, 1 Hispanic.
Musica: 5-part series, 30 min	Music programs targeted to the Spanish-speaking.
Programs for Latino Consortium	KERA an initial member of a 13-station consortium to serve the Spanish-speaking; responsible for creating 5 30-min programs.
Denver, Colo., KRMA:	
Paso Por Aqui, 12 per year, 30 min	Describes the history and migration of Hispanic people up to present day issues.
Black Horizons, weekly, 30 min	Magazine format. Black news on both the local and national level. Interviews with people of the community as well as celebrated personalities.
Detroit, Mich., WTVS:	
Para Mi Pueblo, weekly, 30 min	News and entertainment for the Detroit Hispanic community.
Detroit Black News, 39 per year, 30 min	Local and national news. Features investigative reports on important activities of the city, county and State governments.
East Lansing, Mich., WKAR:	
Tele-Revista, weekly, 30 min	Magazine format. Music, entertainment, local news, and cultural events of interest to Hispanic community.
Perspectives in Black, weekly, 30 min	Coverage of local news and special events involving the black community.
Gainesville, Fla., WUFT: Color Us Black, weekly, 30 min.	Issues of interest to the black community plus entertainment Produced by 2 local black professional people.
Houston, Tex., KUHT:	
News in Spanish, weekly, 15 min	Spanish language news coverage.
Together With the People, series, 30 min	Current issues affecting the black community.

LOCAL PROGRAMING ORIENTED TO WOMEN AND MINORITIES—Continued

Station and title	Description
Indianapolis, Ind., WFYI:	
African Profiles, weekly, 30 min	Black woman is host. Profiles of background to black culture. Entertainment and interviews with blacks.
Reach Out, weekly, 30 min	Continuing report on local services and self-help centers (e.g., day care, drug rehabilitation) of particular interest to the socially disadvantaged
Jacksonville, Fla., WJCT:	
Profile: The Black Woman, special, 90 min	Explores roles of black women in today's society. Includes panel of 16 local black women of various viewpoints.
James Weldon Johnson: Lift Every Voice, special	Life story of Jacksonville native, renowned black poet, told in his own words.
Los Angeles, Calif., KCET:	
Inner Visions, series, 30 min	Political, social, cultural topics of interest to the black community. Produced in collaboration with SCLC and 8 other groups.
Give Us This Day, special, 90 min	An Inner Vision Special on Dr. Martin Luther King, Jr.
Ahora, 30, 30 min., 1, 60 min. Christmas special	Programs on services and social activities available to the Hispanic community.
Lubbock, Tex., KTXT: Chicanos: A Closer Look, series, 30 min.	Emphasis is placed n the positive aspects of Chicano culture, and its involvement in education, business, and government.
Maine, MPBN: La Machine Magique, weekly 4 times, 15 min.	Current events and social studies program for children. Conducted in French.
Maryland Center for Public Broadcasting:	
Women and the Law, 17 per year, 30 min	Explores the status of women under present and proposed laws.
Day Care, 6-part series	Assists parents in choosing the best available facilities.
Miami, Fla., WPBT:	
Grassroots, to be scheduled, 60 min	Entertainment; rap session among black addicts and community leaders on drug problem; fashion show; consumer information.
Revista Latina, weekly, 60 min	Magazine format. Utilizes Latino performers and community leaders. Conducted in Spanish.
Mississippi, MAET:	
Black Life, 12 per year, 30 min	Focuses on the interests and concerns of the Mississippi black community.
Faces, 12 per year, 30 min	Magazine format. Discussions on Mississippians of various cultures and origins, as well as certain social minorities; i.e., working women and the aged.
Morgantown, W. Va., WWVU: Mountain Scene Tonight, Monday to Friday, 30 min.	State news, special features, with focus on interests of all ethnic minorities.
Nebraska ETV Network:	
Rap About It, biweekly, 30 to 60 min	Magazine format. Primarily for blacks and native Americans. Discussion of current issues.
Fiesta Del Valle, bimonthly, 30 min	Produced to honor the Mexican independence celebration. Produced by the NETV Minority Affairs Committee
New York, N.Y.:	
WNET:	
REALIDADES, weekly, 30 min	Varied format. News, public affairs, cultural programing for Hispanic population. Will premiere nationally summer 1975.
51st State, weekly, 60 min	News program with frequent focus on minority issues. Woman is cohost.
Dateline: New Jersey, weekly, 60 min	News, public affairs of interest to New Jersey audience; substantial coverage of minority issues.
WNYC:	
Facing the Issues, weekly, 30 min	Current issues affecting the New York Hispanic community, in association with community development agency.
Front Line New York City, weekly, 30 min	Magazine format. Directed to welfare recipients and the staff of the human resources agency.
Oklahoma City, Okla., KETA:	
Black Perspective, weekly, 30 min	Focuses on current issues in relation to the black community.
Indians for Indians, weekly, 30 min	Relays up-to-date coverage of local and national news in regard to the native American.
Alive and Living, irregular, 30 min	Directs news coverage to the senior citizens of the community.
Orlando, Fla., WMFE:	
Minority View, 52 per year, 30 min	Looks at problems and issues of the minority groups in the surrounding area.
Every Woman, weekly, 30 min	Phone-in format on issues of special interest to women.
Philadelphia, Pa., WHYY:	
On Top Of It, weekly, 30 min	Concentrates on community problems in the surrounding area. Primarily black and Hispanic minorities.
Woman, weekly, 30 min	Exploring the role women play in our society.
Richmond, Va., WCVW:	
Virginia Legislative Report 22 per year, 30 min	Includes segments on black concerns with black reporter.
Richmond City Council, live, varies (up to 4 hr)	Many issues of particular interest to black community, many black participants (in a city 50-percent black).
Rochester, N.Y., WXXI:	
Que Pasa? weekly, 15 min	Spanish-language news, local, national, world. News of special interest to Hispanic community. Interviews with Hispanic spokesmen.
Uganika, 15 per year, 30 min	Issues of special interest to black community which participates in nearly all programs.
Salt Lake City, Utah, KUED:	
Fiesta Latina, weekly, 30 min	Spanish-language program. News coverage on both the local and national level, entertainment and interviews.
Seven Scene, specials, 30 min	Issues of special interest directed to all minorities in the local community.

LOCAL PROGRAMING ORIENTED TO WOMEN AND MINORITIES—Continued

Station and title	Description
San Diego, Calif., KPBS:	
Collage, series	Involving various minority groups: e.g., black poet, black businessmen, children of different racial and ethnic backgrounds.
Indians of San Diego County, special, 60 min	Presentation of Indian cultures and present-day problems of Indians in the San Diego area.
San Francisco, Calif.: KQED:	
Newsroom: Monday to Friday, 60 min	Local news coverage with about 25 percent concentration this year on minority-oriented issues and personalities.
Open Studio: Monday to Friday, 60 min	Free community access for programing by community groups; of 78 programs so far in 1975, 30 were by ethnic minorities.
San Jose, Calif., KTEH: Center Stage, special, 30 min	Featuring amateur local talent, primarily from the Hispanic community.
Schenectady, N.Y., WMHT: Movin' On, 39 per year 30 min.	Black moderator discusses issues of interest to black community with representatives of organizations and leaders in the area.
South Carolina ETV Network (Columbia, S.C.):	
For the People, weekly, 30 min	Magazine format. Includes interviews with local, State, national black leaders.
Blacks in the Educational System, special, 30 min.	Analysis of attitudes of young blacks. Focuses on actions to encourage positive attitudes.
Tampa, Fla., WEDU:	
It's Your Government, weekly, 30 min	Hosted by Representative Richard S. Hodes. Focuses on the implications of law and policymaking that most affect the local communities. Minorities often consulted in these programs.
Getting it Straight, weekly, 30 min	Live, phone in program, cohosted by 2 women. Aimed at women of all ages, races, and backgrounds to bring them information about their community and services provided.
Toledo, Ohio, WGTE: Rinconcito Norteno, weekly, 30 min.	Magazine format. Focuses on the local Hispanic culture. Entertainment and interviews.
Urbana, Ill., WILL: Forum Series, 30 min each	Occasional series on issues and personalities of minority interest; 1 program on "Black History," 1 on "Black NFL Players."
Watertown, N.Y., WNPE:	
Are We Ready for Listening? special	Discussing problems of native Americans with higher education. Produced in cooperation with St. Lawrence University.
Cabin Country, special	The story of a Seneca, about his way of life and his attitudes.

Note: This list is a sampling of local programs broadcast in fiscal year 1974 and fiscal year 1975 to date, designed for, directed to, or of particular interest to women and to ethnic and racial minorities. The list includes series of long standing, specials, and some programs that may develop into future series. The originating stations are listed alphabetically by location.

Mr. MACDONALD. Thank you very much, Mr. Rogers. I agree that it is a unique type of funding as far as my experience goes here in the Congress. Yet I wonder if, at the same time, in its uniqueness it does not cut off a little bit of what we intended to do in the first place. For example, I would think it would be rather difficult to raise funds for public broadcasting, TV station or I guess radio station, in a place which had never had it. You would know more about a location that you would think that would have the public broadcasting station and there just is not one there.

How do you go about raising funds for something that is not in being?

Mr. ROGERS. Well, by this time there are virtually no communities in the United States who do not know of the existence of public television and it has been my experience that you find in each and every community a certain number of interested citizens who say, "Will this type of service be important to the people of our community?"

I have heard them say it in a little more direct way and say, "Are we second-rate citizens that we can't have public broadcasting in our community?" And they soon get to work in the true American tradition of getting public broadcasting in their own community.

I can cite you a case in Wichita Falls which is located some little distance from Dallas, and they wanted a station up there. They couldn't figure out how to have the kind of station they wanted and how to get enough money. By cooperation with us they were able to get a license, they were able to put up a small transmitter and we relayed to them all of the programs that we create and put on the air and we carry their insignia along with ours.

Mr. **Macdonald.** I agree with you on that illustration, that it illustrates your point of view, but it does not illustrate my point of view. In the first place—it seems to me and I hope it is not a stereotype—in Texas there is a good deal of community spirit. Fort Worth-Dallas fought that battle so long the airport had to be put directly in between both Dallas and Forth Worth to make it inconvenient for everybody. But that is not true all over the country.

How about—and I don't know anything about Montana so I will just say Montana—how about in Montana? I suppose you have a public broadcasting system some place in the State, do you?

Mr. **Rogers.** There is one just licensed, it is getting ready to open up and, as a matter of fact, I will go up later this year to see it. They have plans to have three or four more stations in Montana.

Mr. **Macdonald.** I just picked Montana out of a hat.

Mr. **Rogers.** It is one of the two States that previously didn't have public broadcasting and Wyoming is the other one.

Mr. **Macdonald.** Well, isn't it difficult to raise money for something, I repeat, that is not in being?

Mr. **Rogers.** No; I don't think so. I think there are two kinds of situations.

Mr. **Macdonald.** How come the people of Montana did not raise enough?

Mr. **Rogers.** Because they didn't have the appetite until they knew what kind of a job public broadcasting was doing and then they decided on this.

Mr. **Macdonald.** They are a pretty liberal State and sent Senator Mike Mansfield, leader of the Democratic Party in the Senate, and I would think he would know something about public broadcasting.

Mr. **Rogers.** Of course, not having lived in Montana myself——

Mr. **Madconald.** I never lived there either but I just know of it.

Mr. **Rogers.** I don't know why it took so long but they finally decided that is what they wanted and that is what they are getting.

Mr. **Macdonald.** Are they getting it with their own money or is the Federal Government helping them? This is the whole point. Let's not argue about illustrations.

Mr. **Rogers.** The Federal Government is helping them with a facilities grant. If I remember the conditions of the facilities grant, the Government, for certain size of facilities, would provide something like $3 for $1 raised locally, quite the contrary of this one where there would only be 40 cents of Federal money for $1 raised locally.

Mr. **Macdonald.** So this one would not do any good, and if I heard you right, I was thinking ahead, but if I heard you correctly you said only $1 for $3.

Mr. **Rogers.** They have to put in $1 before the Federal Government puts in $3 for certain facilities. But there are other facilities which the Federal Government won't buy such as land or buildings so the local community has to put all of that up.

Mr. **Macdonald.** Well, that comes out of the HEW fund, doesn't it?

Mr. **Rogers**. That is right out of HEW funds, but it is Federal money and that has made it possible for a great many stations to get on the air that otherwise would not. There is not only the money but the idea of going to your community and saying, "Look, we can have a station here provided that we can raise so much money." As an incentive the Federal Government is willing to do such and such. And it is a great money-raising incentive when the Federal Government is willing to share in it.

Mr. **Gunn**. I think there are a couple of other factors important in the case of Montana, one directly related to this act as there is the very substantial improvement in public television programing over the last 3 or 4 years and the fact that now it would appear that there will be substantial moneys from the Federal Government to match their local effort for local programing. So it is not just the facilities act but this bill itself which interested the people of Montana and got them going because they see quality programing that they can take advantage of.

Mr. **Macdonald**. They have not seen it yet.

Mr. **Gunn**. They have been watching on cable television in a number of the cities and it generated sufficient talk about public television that they looked into these acts and concluded they could do something and would like their own local programing.

Mr. **Macdonald**. Listening to public broadcasting where?

Mr. **Gunn**. One in Salt Lake City, Utah, station KUED, reaches the southern part of Montana and KTST Spokane, Wash., reaches the northwestern part. I hope my geography is OK.

Then there are three stations in Idaho, almost a complete State network in Idaho.

Mr. **Rogers**. Of course the people of Montana travel a great deal and as they get into other cities they turn on television and see what they are missing.

Mr. **Macdonald**. I had not realized that is why they traveled.

Mr. **Rogers**. Maybe Senator Mansfield told them about it.

Mr. **Rosenberg**. This bill, Mr. Chairman, as I see it, if we in Maryland raise $5 million which is probably our basic figure during the coming year, the system through the Corporation for Public Broadcasting will be funded $2 million. That does not mean that we in Maryland get that $2 million back but part of that can be used to foster new stations in those areas which may be smart. It is a very cooperative spirit among most of the licensees.

Mr. **Macdonald**. Do you have feedback from the taxpayers of Maryland about their money going to Montana?

Mr. **Rosenberg**. Their money won't go up. The $2 million does not come specifically earmarked for Maryland but it comes back into the entire system.

Mr. **Macdonald**. I don't follow that. I am very sorry.

Mr. **Rosenberg**. Well, the funding requires $2 million to be put up in Federal funds if we raise $5 million. This $2 million does not specifically come back to those who are better fundraisers. It comes back into the entire system.

Mr. **Rogers**. But the $5 million which Maryland raises never leaves Maryland. It stays in Maryland. In other words, they raise $5 million and that is toward the whole system, but they keep their $5 million. The $2 million that the Congress puts up in matching funds goes to the Corporation for Public Broadcasting and that $2 million is not then signed over in a check to Maryland because it had raised $5 million but that $2 million is distributed as in the best opinion of the Corporation for Public Broadcasting and their partners consider it contributes.

Mr. MACDONALD. Who makes the decision as to where the money will be best used?

Mr. ROGERS. The final decision is made by the Corporation for Public Broadcasting in conjunction with the discussions and agreements with the stations.

Mr. MACDONALD. Mr. Benjamin skipped over that part of his function.

Mr. ROGERS. I don't think so.

Mr. MACDONALD. I was here this morning and I didn't know about it until just now.

Mr. ROGERS. Well, the bill itself provides that not less than a certain amount will be passed through to the stations but the balance of it, which let's say is 50 percent, remains with the Corporation to be used as the Corporation's directors see it in the best interests of the system as a whole.

Mr. MACDONALD. Somehow I just assumed that went into production.

Mr. ROGERS. Now some of it has to go to pay for interconnection and some for other things.

Mr. MACDONALD. How many members decide what Montana needs?

Mr. ROGERS. The way this works is this. The public broadcasting—and I am talking only about television now—the public broadcasting system is owned and operated by the licensees. The licensees and their representatives meet and they decide what they feel is the best thing to be done with the money for the system. Then, in the case of these unrestricted community service grants, they make a recommendation to the Corporation for Public Broadcasting which has the sole right to make the decision.

Under normal circumstances, in this particular case, the Corporation for Public Broadcasting would follow the recommendations of the station because, once you get 151 licensees, large and small, from every section of the United States to agree, it is hard to do better than that.

Mr. MACDONALD. Well, the jury is still out on that.

Mr. ROGERS. Why is the jury out?

Mr. MACDONALD. Well, because of the minority hiring practices and many practices at the stations and it is still out here in the Congress. We are not 100 percent sure that the stations are doing everything that is the best possible system in the world.

Mr. ROGERS. Mr. Chairman, I don't think that the public broadcasting system is the best possible system in the world.

Mr. MACDONALD. That is why the jury is still out, Mr. Rogers.

Mr. ROGERS. Yes. But I think the best possible evaluators of whether the job is being done is the community itself which is being served, and they are the best possible ones.

Mr. MACDONALD. I concede. I was going to get into this a little later because there is a call from the House and I am debating now to skip it or not, but that is just the first round and we have 5 more minutes to decide whether I want to make it or not. You say ascertainment is good and the community, if they are not being well served, can challenge the license. How long is the average license for?

Mr. ROGERS. Three years.

Mr. MACDONALD. Three years, just as regular commercial broadcasting?

Mr. ROGERS. Yes.

Mr. MACDONALD. Well, the stations didn't pay any attention in Alabama obviously.

Mr. ROGERS. Mr. Chairman, I have to give you my personal opinion. I don't think that is correct.

Mr. MACDONALD. Why did the FCC lift the license?

Mr. ROGERS. Because the case in Alabama was made on what Alabama did or didn't do some many years ago. The FCC didn't decide the Alabama case in what was being done in 1974. They decided the Alabama case what was being done from 1967 to 1970. Now, this is less than perfect world and as the years go by people in their consciences try to do a better job.

Mr. MACDONALD. We are getting rather philosophical. You made a great point but what is in the record that you inserted in the record is factual, not philosophical. I would not go around saying that 141 station managers know exactly what is right for the rest of the country.

Mr. ROGERS. I would be the last one in the world to say that each one of these stations knows exactly what is right. All I say is that those stations are in a position, if they are people of good will in that community, to know what is right a lot better than anybody sitting right down here in Washington is.

Mr. MACDONALD. On the contrary. People sitting here in Washington spend a good deal of time in their home districts or they wouldn't be sitting here long. You are not over on the Senate side now. You are with the peons in the vineyards.

We are back home, we are here, yes, but we are also home in our districts. I bet I watch public TV more than the average. I can tell you what channel 2 is doing better than perhaps you can tell me what channel 2 is doing. But on that rather unpleasant note, I will go answer the call and be back in 5 minutes.

[Brief recess.]

Mr. MACDONALD. The hearing will resume. I guess we have gotten Montana settied.

Mr. Rogers.

Mr. ROGERS. I am not sure. Somebody said I misunderstood what you were saying. I didn't think I did, but let me be sure. Your question was Did the other stations decide there ought to be a station in Montana?

Mr. MACDONALD. Yes.

Mr. ROGERS. Well, I did misunderstand you because the other sta- was Did the other stations decide there ought to be a station in Montana. Only the people in Montana decide that.

Mr. MACDONALD. Well, you took it from Montana to PBS to the corporation and that your recommendation to the corporation was hard to turn down about something like that.

Mr. ROGERS. If you will allow me to clarify?

Mr. Macdonald. Right.

Mr. Rogers. The establishment of a station is completely within the jurisdiction of the people who want to establish it in the local community. They do not have to come to PBS or to CPB and ask for any permission to establish a station for their own use. They may go ahead on their own.

Mr. Macdonald. I understand they don't need permission but I was talking about money.

Mr. Rogers. All right, now, they also do not get any money to establish a station from PBS or CPB, therefore, they are completely on their own. They may go to HEW and make application for a matching grant and they don't have to get permission of CPB or PBS.

Obviously we would help them if they asked us for help but we would not say to them, you can't do it or you shouldn't do it, anything like that.

Mr. Macdonald. I am delighted you pointed that out because you and I never have any acrimony and the bell rang just about at the right time.

Mr. Rogers. Right. I am very sorry I misunderstood what you were saying.

Mr. Macdonald. There is no need to go on. Maybe I was not speaking directly into the microphone. I had another question about your summary.

Part of it, as I said when you originally told me about the funding at the overview, I said it was a good answer and I would memorize it.

But I wish you would further elaborate, at least expand just a little bit, on what you meant on 5, bottom of the page. But going into the incentive aspect, this morning I forget the gentleman's name but he was sitting to the right of Mr. Benjamin and he said about the administration bill that he would agree with it except for the amount of money.

I think the figure was $70 million and he felt that there would be no more incentive because for the coming year you have already raised money and that unless we raised it to the $88 million, the bill will not be terribly helpful.

Mr. Rogers. Let me see if I can clarify that.

Mr. Macdonald. Yes. Well, I mean the two things.

Mr. Rogers. Yes. I think I understand what the question is. Under the proposal, the people have to raise $2.50 in non-Federal funds to be entitled to $1 in Federal funds.

Mr. Macdonald. Right.

Mr. Rogers. Now the mechanics are that the $2.50 is raised 2 years before the amount of Federal funds in total become fixed. The 2 years is necessary in order to have a strict accounting and proof that that money has been raised and paid in.

Now what Mr. Hughes, who was the gentleman sitting to the right of Mr. Benjamin and chairman of the long-range financing task force, what Mr. Hughes was saying was that by the time this bill is passed we will already be into fiscal year 1976 and fiscal year 1976 therefore will take the figures of fiscal year 1974 to determine how much money we would be entitled to.

In fiscal year 1974 we had already raised enough money in non-Federal funds to be entitled to $89 million. Therefore, if you fix the ceiling——

Mr. **Gunn.** Two years.

Mr. **Rogers.** No, we raised enough for $89 million. If you fixed the ceiling at $70 million, you see, obviously that hard work that had been done to raise that money, the incentive would not amount to anything.

Now it is true that when this bill was first conceived and introduced we did not have 1974 behind us. Therefore we didn't know how much we would raise. We estimated how much we would raise. Now does that explain what I meant?

Mr. **Macdonald.** It explains it, but it explains it in a way that I thought it would explain it, which is that unless we lift those figures the bill does not do you any good.

Mr. **Rogers.** That is correct. The figures should be lifted.

Mr. **Macdonald.** You never say that.

Mr. **Rogers.** What?

Mr. **Macdonald.** You have never said that in your statement. If you did, I didn't see it.

Mr. **Rogers.** I said it very poorly, I can see that.

Mr. **Macdonald.** But it does not matter now that you are on record explaining it. If we don't raise the figure you might as well forget it the first year.

Mr. **Rogers.** The whole idea of this bill is that over these years since 1967 no one has been able to conceive of a way of providing long-range financing that could be counted on, because the idea of putting a tax on television sets, they didn't think they could do that, the idea of asking the commercial stations to pay so much to support public television, I think all of these ideas had been tried, had been thought of, didn't work.

So up came the idea, well, let's do this based on what the public says they are willing to do and the long-range task force financing report, which was very carefully done, and it was not just done by a few people with selfish interests but it was the community of the Nation that was covered pretty well, said, let's have a matching formula of $1 of Federal funds for $2 of non-Federal funds and let's have a ceiling of $100 million in the first year to $200 million in the fifth year. And all of the details of what was going to be done with the money and why the money was needed and everything else was worked out. But in order to get this into an administration bill compromises had to be made.

Mr. **Macdonald.** I understand.

Mr. **Rogers.** And it must be remembered that these compromises go back a long way.

Mr. **Macdonald.** I understand.

Mr. **Rogers.** And perhaps today we would not have had to compromise so much.

Mr. **Macdonald.** On that I understand what you are talking about. I just have two things to ask about.

I understand from Mr. Benjamin and you do exactly the same thing, I will ask you, I was wondering, it seems to me, maybe of necessity, but it seems to me that the financing end of it has to, as I say, from the nature of the thing, has to be a little cumbersome. What system of accounting is used so that everybody knows how much the individual stations, for example, need or have used and so forth?

In other words, is there a uniform system of accounting throughout the Board, yourselves and the local stations?

Mr. ROGERS. No, I don't think there is a uniform system of accounting in the way in which you are asking it, but you, of course, do know that every one of the institutions which hold licenses must account for their funds and as Mr. Loomis explained earlier today, there are certain questions and certain reports which have to be submitted. They have to be certified public accountants reports and in addition to that CPB has a right to audit any of these stations.

Mr. MACDONALD. Have you ever audited any?

Mr. ROGERS. I am not sure whether CPB has?

Mr. LOOMIS. Yes, sir; we audit them on a regular basis at the present time we audit all major contracts and have a rotation where we pick up each station at about once every 5 years and expect to increase that to once every 3 years with the increased money going through community service.

Mr. ROGERS. I would say the likelihood of there being any fudging on these figures is not much.

Mr. MACDONALD. I am not anticipating that I believe there is fudging and I am wondering, if what system and if no system, why not a system?

I am not casting aspersions on any station, but it is kind of helter-skelter unless you get something as Mr. Loomis indicated they have.

Mr. GUNN. I think you can explain it as a uniform system of reporting and I think we are developing a uniform system of accounting.

[The following material was received for the record:]

OBJECTIVES AND RESPONSIBILITIES OF THE CPB EXTERNAL AUDIT DEPARTMENT

Section 396(1)(3)(B) of the Public Broadcasting Act of 1967 47 U.S.C. 396 et. seq. provides in part that:

"The Corporation or any of its duly authorized representatives, shall have access for the purpose of audit and examination to any books, documents, papers and records of the recipient that are pertinent to assistance received under this section."

In accordance with the authority contained in the Public Broadcasting Act of 1967, the Corporation for Public Broadcasting hereby establishes the following objectives and procedures for its External Audit Department.

Duties and objectives

The primary duty of the CPB External Audit Department is to make independent examinations on behalf of CPB into the manner in which recipients of CPB assistance by grant or contract, discharge their financial responsibilities pertinent to the assistance received.

The principal objective of these examinations is to determine whether, and the extent of which, recipients of CPB funds or other assistance utilize such funds or assistance for the programs, activities or purposes authorized by the grant, contract or other documents under which the funds or assistance are made available.

Scope

The CPB External Audit Department is authorized to audit and examine all elements of the financial management and operations of recipients of CPB assistance. Such elements include verification of records, accountability for CPB funds, review of management controls, and in conjunction with the CPB's General Counsel's office, compliance with applicable laws, regulations and contractual provisions.

In particular, the CPB External Audit Department will examine and determine whether:

1. The recipient is carrying out with CPB assistance only those activities authorized by the terms and conditions of the documents by which such assistance is made available;

2. All CPB funds are properly accounted for;

3. The recipient's accounting system is adequate; and

4. The recipient's books and records adequately disclose comprehensive and detailed information relating to the program, activity or operation being performed or carried out with CPB's funds or other assistance. In particular, this element of a CPB audit will be aimed at determining compliance by recipients with section 396 (1) (3) (A) of the Public Broadcasting Act of 1967 which requires that recipients of CPB assistance by grant or contract (other than fixed price contracts awarded pursuant to competitive bidding procedures) to keep such records as may be reasonably necessary to fully disclose:

(a) the amount and disposition by such recipient of the proceeds of such assistance; (b) the total cost of the project or undertaking in connection with which such assistance is given or used; (c) the amount and nature of that portion of the cost of the project or undertaking supplied by other sources; and (d) such other records as will facilitate an effective audit.

These objectives are facilitated by Section 396 (1) (3) (B) of the Public Broadcasting Act of 1967, which gives the Corporation or its representative access to the pertinent books, documents, papers and records of recipients for the purpose of audit and examination.

Given these general descriptions of the authority, duties and responsibilities of the CPB External Audit Department, the following section sets forth, in detail, the primary audit responsibilities.

PRIMARY AUDIT RESPONSIBILITIES

A. Accountability

1. Program Production, Distribution, Research, Engineering, and other special grants or contracts.

The audit will determine whether all CPB funds are accounted for and are expended in accordance with the specific terms and conditions contained in such grants and contracts.

2. Radio and Television Community Service Grants.

(*a*) The audit will determine whether the recipient meets and maintains the required qualifications for such grants.

(*b*) The audit will determine the accuracy of any special data used as the basis for computing CPB radio and television community service grants.

(*c*) The audit will determine whether such CPB grant funds are accounted for and are expended in accordance with the other terms and conditions contained in such grants, consulting as appropriate and necessary with the Office of the General Counsel.

B. Review of management financial controls

In conjunction with and/or as a prerequisite for accomplishing the accountability functions indicated above, CPB's audit functions will include a review and analysis of the recipient's system of internal financial management or control. Such internal management or control system includes the recipient's existing administrative and physical controls and procedures for insuring that CPB funds are not subjected to unauthorized disposition.

1. The review of the recipient's internal financial management or control will, as a minimum, include the following:

(*a*) An analysis of the separation of duties in the authorizing, recording and controlling of receipts and disbursement of funds.

(*b*) An analysis of the system for authorizing and properly accounting for expenditures.

(*c*) An analysis of the recipient's system of planning and controlling revenues and expenditures (i.e. budgeted vs. actual data).

(*d*) An analysis of whether the existing accounting system accurately reflects all of the recipient's financial transactions.

(*e*) An analysis of the management information produced by the existing accounting system.

2. The review of the recipient's internal financial management or control system will identify the inherent strengths and weaknesses of the accounting system under which CPB funds are managed.

3. The review of the internal control system and examination of the recipient's expenditures will reveal whether the appropriate controls and procedures exist and are maintained to assure responsible use of CPB funds.

C. Preparation of audit report

A clear, concise, structured and fully documented report will be prepared on the audit findings. It will contain the audit's purpose and scope, background data, details or analysis of audit issues, and conclusions and/or recommendations, where necessary. All work papers and back up materials will be preserved and maintained in such a manner that supporting materials can be readily referenced. These reports should be distributed, at least, to the recipient, CPB's management, and the appropriate CPB departments.

D. Followup system for audit findings

A system for insuring effective follow-up action on the audit findings will be developed by the External Audit Department and coordinated with CPB departments such as radio and tv, finance, audit and general counsel.

E. Audit selection system

A system for selecting recipients for audit will be established and adhered to. The External Audit Department will coordinate the development of the selection criteria with the appropriate CPB departments.

F. Management services

The audit function will include other auditing services required by CPB's management and the administrative and operating departments. These services will include assignments such as the following:

1. Pre award input such as:
(*a*) specified accounting records requirements,
(*b*) formulation of CPB's overhead rate policy, and
(*c*) suggestion of special terms or restrictions in grants or contracts.

2. To the extent consistent with the audit, the Audit Department will make recommendations and/or assist recipients in the improvement of their financial management system. Where major assistance is required by a recipient, CPB management and broadcasting department should be immediately and fully advised of such need.

Other responsibilities

CPB's External Audit Department function will perform such other duties, including internal audit functions, as CPB management from time to time may require.

Mr. MACDONALD. That goes not just to Federal contributions but also non-Federal?

Mr. LOOMIS. All kinds. Mr. Gunn is correct, sir; we have a standard questionnaire that they must fill in and the same way the IRS does but within each institution they have different fiscal years and different accounting methods within the institutions, but must answer and have it verified and certified by an outside public accountant and answers to the uniform questionnaire.

Mr. MACDONALD. Right, thank you all.

The figures which you supplied me after the overview hearings about employment of professionals, your figures indicated that employment of professionals increased from 83 to 106, 83 to 106 over the last year and yet the same figures indicate that you only added one minority professional. So it would seem to me that the minority employment at the professional level is not very high.

Mr. ROGERS. Mr. Chairman, we would like to speak to this and I am going to have Mr. Gunn give you the detailed figures. First, let us put it in perspective. According to the Bureau of Labor Statistics, the women in the work force in the United States are 39.4 percent and the minorities, as we are defining them today for the purposes of this hearing, are 15.72 percent.

Now, PBS has this situation.

Mr. MACDONALD. Maybe I ought to stop you and ask you how you define these, what is your definition?

Mr. Rogers. For purposes of this hearing we define women as women.

Mr. Macdonald. That is just for the purposes of this hearing.

Mr. Rogers. And we define the minorities as blacks, Spanish Americans, and Asian Americans and native Americans.

Mr. Macdonald. All right.

Mr. Rogers. That seemed to be agreed upon as the definition for the hearing. So women in the work force are 39.4 percent and minorities in the work force are 15.7 percent.

Now, PBS, the organization that Hartford Gunn is the president of and runs, has 49.1 percent women as against the 39.4 percent in the work force and has 20.2, well, 20 percent minority as against 15.7 in the work force.

On the other hand, public television over the United States has only 28.4 percent women as against the 39.4 in the work force and the 49 in PBS's organization. And has 11.1 percent minorities as against 15.7 in the work force and 20 in PBS.

So PBS does better than the civilian labor force in both categories. Public television does not do as well in the category of women and, if Hartford's figures are correct, in the category of minorities.

Mr. Macdonald. What do you work for?

Mr. Rogers. We are saying what the Bureau of Labor Statistics put out.

Mr. Macdonald. Yes; but they include all kinds of things like ditch diggers and they are part of the labor force.

Mr. Rogers. I understand that.

Mr. Macdonald. Can you imagine a woman getting hired for something like that, it is pretty slim, but in public TV she has a better opportunity. While the figures are accurate I don't think they accurately reflect the situation.

Mr. Rogers. Over the Nation, it is 14.5 women.

Mr. Macdonald. But that is the total work force.

Mr. Rogers. Yes, total.

Mr. Macdonald. Well, doesn't that include lumberjacks and so forth and so forth?

Mr. Rogers. Yes; now there are three reasons why people object to how women and minorities are being treated. One is they say there is prejudice against them. Second, they say you don't actively go out and try to do the job and get them into the work force. Third, you don't give them the more highly qualified jobs. Therefore, you have a smaller percentage in the upper categories.

Mr. Macdonald. I would add a fourth reason, you don't hire them.

Mr. Rogers. Well, the question of not hiring them, it has to be for some reason. Either you are prejudiced and you won't hire them, you see, or you don't feel they are qualified. Now it is going to take time to cure prejudices and I don't think in public television these prejudices exist. They certainly don't exist in PBS.

I happen to be one of the founders, for example, of CTW which is probably the biggest single producer for public television; it has the biggest shows and spends more money than anybody else does in production. If I remember correctly, and I am sure this is correct, the chief executive officer is a woman, and over 60 percent of all employees are women and it has the highest minority percentage of employment of any organization in commercial or public television.

So I see the prejudices, if there are prejudices in this situation.

Mr. Macdonald. I take that as the great example of how it can be done if the people beyond it wanted to have it done.

Mr. Rogers. But, Mr. Chairman, they have the money, too, because—well, I am on the Board of the visiting committee at the Harvard Business School and over the years we have gone out and we have put together some money for scholarships specifically for blacks to go to the Harvard Business School and we have managed to find a number of blacks to go to Harvard Business School, even though it was necessary to lower some of the admission qualifications in order to do it.

When I went to the graduation of the last class at the Harvard Business School I talked to these blacks about their job opportunities and I found that for every graduate of the Harvard Business School that had a job opportunity they had one at 20 and 30 percent more money.

Mr. Macdonald. They are the most employable people you can find if they get through the Harvard Business School. I understand that, but we are not talking about the Harvard Business School.

Mr. Rogers. No, but we are talking about making it possible for these minorities and for these women to be qualified for the better jobs. That is what you want?

Mr. Macdonald. Right.

Mr. Rogers. And that is what we are working on.

Mr. Macdonald. That is why I am talking about training programs.

Mr. Rogers. That is exactly right. You get the CPB to describe to you the training programs that they have. Public broadcasters initiated this program.

Mr. Macdonald. Now they are talking about it.

Mr. Rogers. No, no, they have a training program.

Mr. Macdonald. No, he was talking about, frankly, if he is here, if she is here. I apologize, Dr. Anderson, but she seemed to be reluctant and I may have made her more so by telling her that I thought she was talking about going to seminars and having committee meetings, but I didn't hear of any results that came from it. Perhaps Mr. Gunn can go into it.

Mr. Gunn. Yes, they have trained over 60 to 70 people and they have a commitment.

Mr. Macdonald. Out of a total of what?

Mr. Gunn. Out of a total work force, for public television, of about 8,000. But this is a beginning. This is a new program that has been instituted in the last year or two and it is just now beginning to pay dividends, and these people are beginning to take positions in public television and are climbing the ladder.

There will be a substantial group more coming in in the future years. This is a commitment I understand the corporation has under discussion, in fact may have made.

Mr. Loomis. As Dr. Anderson mentioned this morning, we are spending $622,000 right now for the minority training program. We have given a grant, a total number of 65 grants. Unfortunately 17 have been terminated because either the person went on to college which some of them have done and left or didn't work for one reason or another.

But 48 are now in place. We run about three per year where we ask the stations to come in and recommend employees that they are prepared to pay half of the salary of and we will pay half of the salary for 2 years.

The reason we picked the half is that the station has to put their money up and the station selects the person so it is just not a token. We will underwrite half of their salary for 2 years and the selection is on the amount of responsibility that is given to the individual.

The persons who win the round are those who have the highest responsibility. We usually have about twice as many requests as we are able to honor because of money. We keep pecking away at this. This is one of the things that would be increased if we got the new budget.

Mr. MACDONALD. Now, I would just like to say, Mr. Gunn; that I personally believe that you are trying but if you look at the hard cold figures, I am not very good at it, as I said earlier, but 60 out of 6,000, what kind of a percentage is that?

Mr. GUNN. That would be 1 percent. But that is just in the national training program of the Corporation for Public Broadcasting. On pages 11 and 12 of our submission, and we did this just at random asking the stations to let us know what they were doing on their own, aside from what the corporation is doing, we found that one licensee had a scholarship program underway and another station is training six minority students and another station is training two Hispanic students and so on.

So this is by way of saying that what Mr. Loomis has reported on is what the corporation is doing, but in addition to what the corporation is doing there is a very very substantial local effort under way at each individual station to do something over and above what the corporation has funded.

Mr. MACDONALD. I know. We had a gentleman from the Midwest someplace who indicated he lost money in training. He trained a phenomenal amount.

Mr. GUNN. We are rather surprised as they get this data coming back from the stations, how much is going into that.

Mr. MACDONALD. You sent it out to all stations?

Mr. GUNN. Yes; all stations.

Mr. MACDONALD. How many complied with your request?

Mr. GUNN. We heard from about a little over half, but we had only given them about less than 10 days to respond and they are in the middle now of making decisions on national programing and this comes along with everything else. This is paperwork.

Mr. MACDONALD. This is becoming a town meeting.

Mr. LOOMIS. I think we shouldn't leave the subject without talking about what the New York stations are doing with their money and money they raise from foundations. They have run a school since about 1968 for 50 blacks. The problem is that almost all of them go immediately into commercial television rather than staying in public. I think their total number now is something like 16 of the graduates that are on their staff but the remainder which has been paid for by public television funds, local New York funds and local foundations, have gone into commercial.

Mr. GUNN. On that point.

Mr. **Macdonald.** Well, on that point, can I ask a question, not because I see no future because when they go out they get as far as they are going to go or is it moneywise or both?

Mr. **Gunn.** I have specific examples because you mentioned our minority employment, and ours is up over last year, but the employment in the professional and technical category is down for minorities. So I asked our personnel department to give me the reasons why we lost seven people over the last 12 months. The loss of seven minority people over the last 12 months affects the figures substantially.

One was a dismissal for unsatisfactory performance. The other six all left, however, because of better jobs and more money. One of the limitations that public television has is, first, it has to grow more slowly in many cases than other activities because of financial problems.

The other is our salaries tend to be, not in all cases but in many cases, lower than what they can get in the commercial side of the industry. Frankly, we are in competition with the commercial industry for good minority people and it is a real problem.

Mr. **Rogers.** Mr. Chairman, there are commercial stations in some of these bigger cities where we operate that make more profit than we have total budget and it is very, very difficult. Well, I remember we had hired a Mexican-American and we did everything we could to make a newscaster out of him, a fine young Mexican-American man, and the commercial station took him away at twice as much.

We cannot pay Walter Cronkite $400,000 a year to broadcast on our station, not that he is in the minority group but we are in no financial position to compete.

Mr. **Macdonald.** WETA started along that road and screwed up the whole program when they got Sander Vanocur and O'Neill. Was it MacNeil or O'Neill?

Mr. **James.** MacNeil.

Mr. **Macdonald.** MacNeil. There was pressure on John Macy because they were paying such an outrageous sum to Vanocur and MacNeil. I understand your problem about money.

Mr. **Rosenberg.** Mr. Chairman, I have been in the minority battle for a long time. I know of no organization, and I have been in many businesses and otherwise, that is doing a better job in trying to give the minorities a break in public education. I can only speak for Maryland. We have 11 commissioners at Maryland and four of them are black and there are three women and three Jews, I don't know how many Catholics are there, there are no American Indians. I have met three of them in the State of Maryland in my 62 years of living so I don't know whether we could find one. There are no Asians and why I don't know.

Mr. **Macdonald.** Well, you have a Governor anyway.

Mr. **Rosenberg.** We have a Governor and I will go a little further as to what the Governor did. We have five or six what I call top executives. Two are women. The director of our instructional television is a woman and the director of our personnel is a woman. We had an outstanding comptroller, a young black that we picked fresh out of school. We trained him and it was a pleasure to train him because he caught on and caught on fast and got so good that the Governor says, "I need him for the Department of Budget." And he left us.

Since he has left us we have hired three new comptrollers, two white and one black and none of the three could cut the mustard. We will take a good comptroller.

Mr. MACDONALD. You have Goldstein.

Mr. ROSENBERG. I am talking about our stations.

Mr. MACDONALD. So am I. Louis Goldstein.

Mr. ROSENBERG. He does not come out and run our stations.

Mr. MACDONALD. No; but if the Governor already has Goldstein.

Mr. ROSENBERG. I guess he needed somebody else, he was under pressure from the Federal Government to hire a certain number of blacks in the Budget Bureau.

Mr. MACDONALD. He just took Catholics, one minority as well as the Jewish people.

Mr. ROSENBERG. The Catholics and Jews are not considered minorities anymore.

Mr. MACDONALD. All right, let's go on.

Mr. ROGERS. Mr. Chairman, let's not let the figures get confused. There are as of fiscal year 1974, 759 minority people in the public television system, not six or seven or eight or nine. It is growing. Let's just be philosophical for 1 minute.

As I look at the pedestal there, even though these gentlemen are not here, I don't see a single woman on that committee. I don't see a single black on that committee. I don't see a single Mexican American on that committee and yet I define——

Mr. MACDONALD. They are on all of the good committees.

Mr. ROGERS. Mr. Chairman, I defy anybody to say that the people on your committee do not have as great a conscience and recognition of what needs to be done despite the color of their faces or the fact that they are male instead of female. In the final analysis this is going to be a matter of conscience and I have been in public television long enough to know that we have people of the greatest goodwill who are trying and trying and if they had enough money they could do still better.

There is a lot of difference between being in a profitmaking organization, where you can have 5 or 6 or 10 or 20 trainees that do not have to produce and have to wonder whether you are going to be able to keep on the air an extra day or two.

If you look at the balance sheets and profit and loss statements of the public television stations, you will find they skate about as close to the edge and some of them go over the edge because of lack of funds. That is what we are talking about. We are not talking about trying to make these stations rich or affluent but we are talking about trying to get them to do a job and some of these problems can be solved if we get to the bottom of it.

Mr. MACDONALD. You won't get any argument from me about funds, I am sure you know, you are talking for the record, not for me.

Mr. ROGERS. Thank you.

Mr. MACDONALD. Now, I would like to ask the gentleman from Maryland what role he envisages for the new station that we keep reading about coming out of Annapolis?

Mr. ROSENBERG. We needed that station primarily to serve the school population and to serve part of Baltimore city that our own signal does not reach because it is such a large number, or the 67 which is difficult to get.

We needed a strong one. Now this is—well, we have actually put the Annapolis station on. We initially intended to blanket the State with seven stations and cut it down to five for economic reasons. We have to reach Prince Georges. We have to reach Montgomery County and we do a tremendous amount of school programing.

This is the reason why it has to be such a powerful station. It has to reach Baltimore and has to reach Prince Georges and Montgomery.

Mr. MACDONALD. And, hopefully, and I say this and I mean hopefully it reaches the part of Washington that WETA just does not come into.

Mr. ROSENBERG. I hope so. I would hope so although I must admit it was not specifically in our planning, but I can't stop radio waves and if Washington can get an additional station, so much the better.

Mr. MACDONALD. I think one witness had a good answer to me when I said, "What are you doing about it?" And he said he was there to serve the public.

I have great difficulty where I live, very close to here.

Mr. ROSENBERG. I hope by September we will reach you.

Mr. JAMES. May I say something about that?

The public in public television means a great deal to me and I think of the hundreds of laymen as I, who have devoted time to public television out of their own interest. If the public profits by a station in Annapolis, I am happy. If we can't serve it, let somebody else serve it. I think they can serve it better because here in the city of Washington we are in a very odd situation, as you know. We get not a nickel from any city or State government or school system or college system.

They get $4 million every year from the State. So they have some money to do something with. Now we don't have that. But we do have a community to serve and we will serve it with the money we have.

I don't think they can serve it in the same way, the public gains here and I think that is what is important.

Mr. MACDONALD. Right. I would just like to say, I would be remiss in passing, if I didn't ask you to pass on to the other member on your board or who work with you, the great work of one of the members of our subcommittee for many years has done in this field. I am talking about Goodloe Byron.

Mr. ROSENBERG. Yes. I am sorry he is not here today. I have spoken on the phone and written to him, but never had the pleasure of meeting him. After we get to Annapolis we are going to move out into his territory.

Mr. MACDONALD. Now, do you have anything else we have not covered or you feel should be gone over, Mr. Gunn?

Mr. GUNN. Maybe between Ralph and myself we would like to take a crack at a question you put to the panel this morning, if that would be all right?

Mr. MACDONALD. Surely.

Mr. GUNN. It had to do with what would happen if we had no bill or were severely crippled. While the session was on this morning I jotted down some notes and I added to them and I thought maybe we might just talk about what would happen.

I think Mr. Loomis made a very good point. Public television certainly would not end. You have 151 licensees and 253 transmitters that I think are, with a few exceptions, pretty firmly implanted in their communities and doing a good job and in many cases providing excellent service for those communities.

They are going to stay there. But some very important things would be lost if we lose the national support because the national support, the Federal money support, if you will, has been the primary generator; now with the demise of the support of the Ford Foundation, it has become the primary generator of funds.

I just made a list of a few of the programs I think would probably go by the boards either for lack of funding for the program itself or because we would no longer have a distribution system that would make it possible for us to get these programs to the stations and ultimately to the people.

There are some very unique programs. Some of them you know such as "Sesame Street" and "The Electric Company" which are really unique programs for children.

Mr. MACDONALD. Why don't any of you talk about "ZOOM?" I think that is the best.

Mr. GUNN. That would be on my list, too. "ZOOM" is about the only program I could think of that involves youngsters in the 7-, 8-, 9-, 10-year-old category in participation, not just as passive viewers; there a lot of programs for passive viewing but these actively involve the young people in the programs.

Mr. MACDONALD. They are good.

Mr. GUNN. They are good. They guide and help put the program together.

The only national public affairs programs for blacks in the country that appears on a regular basis is "Black Perspective in the News" and it would be lost. It is totally funded by the station with the aid of community service grants and distributed by PBS on the federally supported interconnection system.

And we have done special things in the field of health. The Children's Television Workshop has done a series "Feeling Good" and we have a series called "The Thin Edge" dealing with mental problems. These programs, too, are unusual in that so far as I know they are the only weekly programs for a national audience dealing with health, but they have added to these programs what we call an outreach service whereby the local communities and the local public television stations add a local program with their own people, their own doctors, own mental health people, to give this a very special meaning to that community.

Just to give you one example from "The Thin Edge," the first program went on the air about 2 weeks ago and dealt with the problem of mental depression. WNET in New York had 3,000 phone calls which they took and the New York telephone company recorded 170,000 telephone calls that tried to get through and only 3,000 could be taken but 170,000 people tried to reach the panel following that program.

This is not, of these are not just ordinary programs. I think they are doing something very special. When we talk about a country with very serious problems today, financial and problems both national and international, I think what we are finding is that our audience is growing and the reason it grows is people want to turn to something of some substance and are looking for answers.

They are looking for help, looking for assistance and they are looking for something that is of real value to them. I think that public television in a time of crisis is probably a more valuable medium than it is in a time when the country is tranquil and does not have major problems.

A series like "Consumer Survival Kit" which the Maryland public television center produces for use and which is seen weekly, I just looked to see the topic on this series for the month of April, and one program is "Your Own Home Repair," another program is on buying toys, how to buy them, and how to insure that they are safe. Another is on buying tires for automobiles. Another is on how to save money if you must move your family.

These are not casual programs. These are not light entertainment programs, but it seems to me that these are very substantive, important programs for a country that is in need of these services.

I could go on and fill the record with a great deal more but these absolutely fill needs.

Mr. Macdonald. This is by no means an argumentative question, but I am just curious, do you feel all of those programs would go by the way if we don't support this?

Mr. Gunn. I think the majority would. It would be possible obviously for the stations to band together and salvage a couple of programs and bicycle them around on videotape, but the national interconnection system would be gone, the community service grants which enable the stations to do a lot of this program purchasing and support would be gone. The Corporation for Public Broadcasting piloting and development program where the piloting and development of new ideas occurs, most of which or at least a great deal of which is devoted to minority programs, would have to go by the boards and the research that goes beyond many of the ideas would go.

It would just absolutely pull, it seems to me, the rug out from under the real quality, first-rate national programing service and to some extent that would impact on the local program service because one thing that those of us who have been in broadcasting for a long time have come to know is that one of the great services that national programing does, is to build an audience. I saw it at WGBH and I know you have, too.

Some of these national programs are what brings you to the receiver to try that station. Once you tried the station, you stay around for many of the local programs which deal with the local situations. Boston has been doing a great deal on busing. As a matter of fact, it is on videotape, with Mayor Kevin White.

Mr. Macdonald. I don't know if you noticed today's paper, we have two public broadcasting stations and both of them got awards as of yesterday. I don't know who gave them the awards but each of them received one. Frankly, I never watched either one, so to speak, I don't know what they got the award for, do you know?

Mr. Gunn. WGBH?

Mr. Macdonald. No, no.

Mr. Gunn. Here?

Mr. Macdonald. No. They have a branch of channel 2.

Mr. Gunn. Do you mean the UHF station or station over in Springfield, WGBY?

Mr. Macdonald. No. It has two public Boston stations. It is channel 2 and 44. The other does a good job about access.

Mr. Gunn. That is catch 44, UHF channel, run by channel 2.

Mr. Macdonald. Yes. They both got awards.

Mr. Gunn. Yes. I didn't know they received an award for that. That is a very interesting example of what a local station can do that has had impact all over the country. That was, insofar as I know, one of the very first access programs where people of the public who had something on their minds could come in and talk. In fact, we always say, you know, that we take everything for granted.

Mr. Macdonald. Not like in New York, it does not get out of hand.

Mr. Gunn. It does a pretty good job there. The BBC, by the way, copied that program so we have reversed the flow now. We have more programs going overseas than we have programs coming into public television. That is something that very few people know.

Mr. Macdonald. When did that happen?

Mr. Gunn. In the last year. We have turned it around. That is because the quality of our programing has gone up.

Mr. Macdonald. What programs do they go for?

Mr. Gunn. Some of the drama programs.

Mr. Macdonald. Like what?

Mr. Gunn. They took "The Anderson Trial," for example, from Hollywood Television Theater and a number of others. The program that Bill Moyers' International Journal did with Henry Kissinger was seen in over 25 to 30 countries; and was run almost in its entirety on the BBC and on NHK in Japan.

The quality of our programing, and this is national or Federal funding that has brought us up to a level so that we have turned it around. We now export more programs than we import.

Mr. Macdonald. Well, there is a lot of concern about you always importing programs, although they are among the best I have seen.

Mr. Rogers. Mr. Chairman, let's not close this portion of the hearing talking about "what would happen if" for the very simple reason that that is not going to happen. There are 35 million families today who believe in public television. The need for what we do is greater than it has ever been. If there is any social service that we get our money's worth out of in the United States, that the Congress gives us a small amount toward the support of, it is public broadcasting.

Mr. Macdonald. You mean it beats unemployment insurance?

Mr. Rogers. In my opinion, public broadcasting is good.

Mr. Macdonald. And beats medical care and social security?

Mr. Rogers. In my opinion, we possibly do more toward educating these people on how to use some of these services properly than in other ways.

Mr. Macdonald. I know why you have been a success both in Boston with your reserved manner and your present manner in Texas.

Mr. Rogers. I can tell you this.

Mr. Macdonald. You are a man for all sections of the country.

Mr. Rogers. I can assure you that we will rally to support these people.

Mr. Macdonald. Promises, promises, promises. I can remember how there was one voice out there, as those in the balcony know, when all of these local stations didn't follow up on what they were supposed to, but that is not a part of the record.

Mr. GUNN. I don't want to delay your afternoon.

Mr. MACDONALD. Well, I agree with you, Mr. Rogers, I don't think the thing will come to pass.

Mr. GUNN. Would you like to take a few minutes at this time or later to see this picture?

Mr. MACDONALD. I already skipped one call of the House. I will go and then we will have the radio people and then I will be delighted to watch it. I know my staff will be mad if I don't and I am with them day in and day out and I know they arranged it and I know how much work you put into it.

I personally want to see it, but it is not me but the clock and Congress.

Mr. ROSENBERG. One sentence on this minority problem I heard so much about today. I respectfully submit the most important thing that can be done on this minority problem is for public broadcasting to send into the homes of all of these people, regardless of what minority they are, training and education to bring them into the mainstream and I think this is a very important vital part of it.

Mr. MACDONALD. Thank you and thank you all, and we will hopefully get to look at the picture if not now, when you are recalled.

I am informed that is to have all of the Congress go to vote. I was going to say I thought we were about to hear from the segment that is rather unsung in public broadcasting. We all think of TV, but since assuming the position with this subcommittee some years ago I have been struck by the amount of service that public radio provides.

I will have to notify you that once those two bells go, I have to go.

Mr. Matthew B. Coffey, president of the Association of Public Radio Stations, accompanied by Mr. Lee C. Frischknecht, president, National Public Radio.

STATEMENT OF MATTHEW B. COFFEY, PRESIDENT, ASSOCIATION OF PUBLIC RADIO STATIONS, ACCOMPANIED BY LEE C. FRISCHKNECHT, PRESIDENT, NATIONAL PUBLIC RADIO

Mr. COFFEY. Thank you, Mr. Chairman.

I am Matthew B. Coffey, for the record. Mr. Chairman, I have a statement here which will represent the statement by both Mr. Frischknecht and myself. He may have some additional comments he wants to add.

Since there has been so much concentration and interest in the area of minorities I would like to address that before I start my statement.

Mr. MACDONALD. Without objection your entire statement will be included in the record as if read.

Mr. COFFEY. Thank you, Mr. Chairman.

Mr. MACDONALD. With my blessing you may summarize your statement and hit whatever high points you want as hard as you want to.

Mr. COFFEY. In response to the overview hearings which you held and your question to me concerning minority employment, on April 2 we sent out a questionnaire to all of the radio stations asking them for a wide variety of information. I would be pleased to submit for the record the set of questions and I think it would help in understanding the document which has been prepared.

It is just a one-page list of questions that have gone to the stations. Their responses are compiled in the document you have before you, Minorities, Women, and Public Radio.

Mr. MACDONALD. The one mentioned by Mr. Rogers?

Mr. COFFEY. No; Mr. Rogers has a separate statement.

Mr. MACDONALD. Without objection, they will be received in the record.

Mr. COFFEY. Thank you, Mr. Chairman.

We got 82 percent of the stations to respond in the course of 1 week to this survey. That is, 137 stations responded.

We asked them to tell us about, first, their licensing governing boards. As you recall, most of the radio stations are at universities so that their boards of trustees are normally the boards of trustees of the universities. We found that in these boards that approximately 8.7 percent of the boards were ethnic minorities and approximately 16 percent were women.

One of the more important features in radio because we have a structure of university boards, a lot of the stations, in fact about 40 percent of them, have formed what are known as community advisory groups and this is an attempt by the radio stations to try to get at the question of ascertainment.

They try to pick a group of people from communities for the purpose of representing their communities and giving them advice on programing. I think this goes to the point I made in the overview hearing of how local the services in radio are.

This revealed some interesting statistics: 42 of the 45 stations reported the composition of their advisory groups. Collectively there are 633 members of which 13.8 percent are ethnic minorities and 31 percent are women.

We then asked about affirmative action plans, how many had affirmative action plans and found that 80.3 percent or 110 stations had them. We then asked for employment data. Employment data indicates that there has been steady progress over the past 3 years. Although I would not call it a stellar record there has been steady progress, particularly at the upper management level, and we have 35 women now at the upper management level and these are normally the top two to four positions in the station.

Mr. MACDONALD. I hate to interrupt you, Mr. Coffey, but I don't know how they got through the first round with those seven bells or whatever it was up there but they did and this is the second round and I have something like 3 minutes to get there.

I want to hear from you, although I guess, though you are not scheduled for tomorrow, could you come in and pick up where you left off early in the morning and be ready at 10 and then we will have to put all of the other witnesses for tomorrow back until we hear from you.

It seems to me you are always getting the short end of time and everything else, and I think it is about time we changed that around a little bit, so I will be here at 10 and you can be here at 10.

The hearing is adjourned until tomorrow at 10 o'clock.

[Mr. Coffey's prepared statement, the questionnaire and the document entitled "Minorities, Women, and Public Radio," follow:]

STATEMENT OF MATTHEW B. COFFEY, PRESIDENT, ASSOCIATION OF PUBLIC RADIO STATIONS

Mr. Chairman, during the proceedings of the public broadcasting overview hearings on March 19, 1975, you acknowledged what you referred to as the "retarded" status of public radio in the public broadcasting system. We, who are involved in the public radio system, were heartened to hear one of the developers of the Public Broadcasting Act recognize the fledgling status of radio. We are sure you also recognize that public radio, the much neglected component of the public broadcast system, needs more attention and assistance from the powers that be in order for it to ever be able to develop to the capability that this Committee envisioned.

There was a time when there was a sense that public radio could not be a significant service while public television could be all things to all people. That misconception started with the Carnegie Commission which recommended only the creation of a public television system. The misconception was fostered by the Ford Foundation's refusal to support public radio while contributing $245 million to public television. The administration continued that thrust in 1967 by recommending a Corporation for Public Television.

It was this Subcommittee and the Congress that corrected the oversight of the proponents of public television in excluding radio from public broadcasting. Your action in 1967 when you created the Corporation for Public Broadcasting and included radio, started the development of public radio service.

Mr. Chairman and members of the Subcommittee, you can take pride in what has been accomplished since that action. Public radio is now available to approximately 60 percent of the American public. It has achieved national program production and distribution capability for the first time. It has begun for the first time to achieve national recognition for its live coverage of public events and for its presentation and preservation of the classical music heritage of our nation which has all but disappeared from commercial broadcasting. The present service for the blind is a substantial minority service which needs expansion to serve the millions of visually impaired citizens. As we look to the future, Mr. Chairman, we see needs unfulfilled and promising developments.

H.R. 4563, if passed with the industry ceilings, represents another step forward. Under its provisions we would hope to encourage the Corporation for Public Broadcasting to support:

1. Expansion of the service.
2. Development of the proven capacities of the service.
3. Improvement of a now inadequate interconnection service.

I would like to discuss each of these more fully.

EXPANSION OF THE SERVICE

There are two elements to consider in discussing expansion. The first is providing initial public radio service to the 40 percent of the population not now reached. The second is the provision of multiple broadcast services to the multiple radio audiences.

Providing initial service is a clear and obvious objective mandated by the Public Broadcasting Act. It is given the first priority it deserves by all concerned. Under H.R. 4563 we are projecting that some progress will be made in providing initial service. The success of this effort is, of course, directly tied to the radio funding available to local communities under the Educational Broadcasting Facilities Act (H.R. 4564) which will be the subject of later hearings. H.R. 4563 can provide the seed money to get groups together to start stations in unserved areas.

The expansion of the system to provide multiple broadcast services is a necessary step in achieving the Chairman's objective for minority and special interest programming. At the heart of the need for this type of expansion is an understanding of the different ways television and radio are programmed and used in our society.

Television is more of a mass audience medium with limited competition in the marketplace. It is programmed in half-hour and one-hour segments. Public television attempts to counterprogram to its local commercial competition on a program to program basis in order to attract maximum audience.

Radio on the other hand is formated throughout the broadcast day. There are all news formats, easy listening formats, top 40 formats, country and western and even religious formats. Formating is a result of competition in the market. For instance, here in Washington there are 42 radio stations as compared to 6 television stations. This intense competitive situation has caused broadcasters to try to identify a specific segment of the population to serve. All programming is directed to this specific segment throughout the broadcast day.

Most public radio stations are formated in a combination of public events and classical music programming. Public affairs coverage includes live coverage of local meetings of school boards and city councils as well as other public events. This overage also includes congressional hearings and national events by National Public Radio. If I were to attempt to identify the public radio audience, it would be people concerned with the performance of their public institutions.

The arts and performance portion of the format is designed to keep alive a dying portion of the broadcast music spectrum which has not proven viable to commercial broadcasters, yet is a great alternative and public service to a substantial segment of the American public. A growing number of public radio stations are now being formed to program for minority and special interest audiences where the programming does not exist commercially. Because of the wasteful way in which frequencies have been allocated in the noncommercial band, these services face a difficult time in obtaining frequencies and financing. Until we have a commitment from the Corporation for Public Broadcasting to provide start-up money for second and third services for minority and special audiences, real progress will not be made. H.R. 4563, even at the industry ceilings, does not have sufficient funds to pursue this objective. In the meantime, the existing stations will continue to try to serve these needs in their public events format.

While expansion is critical, it is inadequate without strength. We must strengthen public radio in the United States to the level of other radio broadcast services around the world.

DEVELOPMENT OF PROVEN CAPACITIES

(1) The second area where we need continued CPB support is in the development of proven capacities. Public radio has the capacity to raise funds for its continued existence. Our recent radio conference devoted two days to a wide-ranging discussion about fund raising in radio. Public radio development of fund raising capability is just beginning. Under H.R. 4563 we hope the Corporation for Public Broadcasting will devote considerable revenues to teaching the techniques and providing challenge grants to launch radio stations on the road to self-sufficiency. A similar program by the Ford Foundation established public television's notable and successful ability in this area. Public radio has not had such assistance and therefore must rely heavily on the Corporation for Public Broadcasting.

(2) In addition to development, promotion of the program service has proven benefits to the public radio stations. And yet, inadequate funds have been available for this purpose. This, despite the fact that audience research and promotion are as important for radio as they are for television.

(3) Audience research is needed by each of the stations in order to measure the effectiveness of the station's service. Audience research cannot be thought of as merely counting heads but as an indepth look at the radio market and all of its various segments to determine unmet needs. Under H.R. 4563 some additional funds must be available for this purpose.

(4) National Public Radio needs further development. Its excellent program offerings to local stations for their discretionary use needs expansion. NPR has proven its ability to offer first-quality public events coverage and stations need more of this type of programming to better serve their local audiences.

(5) Continued support of local community service by radio stations is an additional critical element. Over the next five-year period CPB funds for this purpose must undergo substantial increases. Those increases can occur only if the industry ceilings are realized. Presently, the individual radio stations receive less than $20,000 annually from the Corporation for Public Broadcasting in community service grants. This hardly permits much community service even at radio's economical operating cost.

(6) Some 20 public radio stations now provide, as part of their broadcast service, a reader service for the blind and otherwise visually impaired. Some of these services are provided on regular channels but most are provided through subchannels of the FM spectrum on special receivers. These services attempt to give the visually impaired equality with the sighted by reading newspapers, in-

cluding ads, editorials, sports and features; weekly news magazines, literature and other topical material. This service keeps visually impaired people fully informed of the world around them. The capability of public radio stations to provide this service is a proven fact. We now feel it is time to expand the service to all the stations. Only a major investment including your investment in H.R. 4563 will help make this possible.

INADEQUATE INTERCONNECTION SERVICE

The interconnection service now available to the public radio stations is very inadequate. It only allows the broadcast of low fidelity monaural sound when the public radio system is predominately a high fidelity FM system capable of stereo broadcasting. That's analogous to the Public Broadcasting Service having a black and white distribution service when its member stations are color capable as they are now. Contemporary public radio must now unfortunately rely on yesterday's audio technology for its interconnection.

At the Public Radio Conference two weeks ago, the potential to solve this problem was demonstrated through the use of satellites. Using a commercial satellite presently located over Canada, we were able to demonstrate the broadcast of six—not one—separate stereo—not low fidelity monaural—channels simultaneously. This technical capability could increase by sixfold the capacity to deliver alternative programs to the stations. A classic example of the utility of this is the case where several different congressional hearings occur at the same time. All could be offered to the 176 stations which could choose for local broadcast the most significant hearing for their area. The capability would also make a reader service for the blind available on a nationwide basis. Thus, the frustration is clear. The technology is available now—at this very moment—to make stereo interconnection a reality. The funding is necessary, but to date illusive. If H.R. 4563 and H.R. 4564 are passed by this Congress and properly funded and administered, this objective, critical to full radio service as seen by the Subcommittee 8 years ago, can become a reality.

Mr. Chairman and members of the Subcommittee, you displayed leadership and assumed a great responsibility by including radio in the 1967 Public Broadcasting Act. Radio is finally showing, not only the promise but the performance you expected from it. With experience new opportunities for service have been discovered. H.R. 4563 at the industry recommended ceiling is a step in the right direction toward continued public radio development. As I have indicated throughout my statement on behalf of the Association of Public Radio Stations, H.R. 4563 will for the first time enable major accomplishments in the fully developed radio system we are working toward and which the American people deserve. We in public radio assure you that all the monies invested will be directed towards the objectives of better and more comprehensive service for the American public.

We in the radio service are very dependent on the Corporation for Public Broadcasting because we are so young in our development. We need the Corporation to retain maximum flexibility in the disbursement of federal funds in order that the needs I have outlined today be accomplished. In fact the congressional mandate for the Corporation demands just such flexibility. The Corporation has, however, only a small amount of discretionary money available after complying with its agreement with the Public Broadcasting Service. The public radio system is dependent on that money for its continued growth.

The public radio system is succeeding and we hope that through your annual oversight hearings you will vigorously pursue your interest in its continued development; for it is your Committee which saw fit to include public radio in the Public Broadcasting Act and your continued involvement in its growth and well being is not only necessary but welcome.

Thank you very much.

APRIL 2, 1975.

To: All CPB-qualified radio station managers.
From: Tom Warnock, Director of Radio Activities, CPB.

Representative Torbert Macdonald (D.-Mass.), Chairman, House Communications Subcommittee, aimed many of his questions in the recent oversight hearings at public broadcasting minority employment policy making and programming. He has asked for the facts. And we want to provide them. We'll need your help. The full-scale hearings are now scheduled for next Tuesday. We already have official FCC/CPB employment data. But we need your facts in response to these questions. (Minority means Black, Asian, Polynesian, Native-American, or Spanish Surname.)

What approximate percentage of each ethnic group are in your coverage area?

Do you have an advisory group?

A. How many members?

B. How many, by category, are minority members?

C. How many are women?

D. List any special categories of group membership.

List the total number of members in your institutions governing board.

A. How many, by category, are minority members?

B. How many are women?

C. List any special categories of board membership.

Data required by this questionnaire varies from that contained in your annual survey because it is a specific response to a specific request. In the interest of speed we ask that you respond by DACS.

What programs have you produced, planned or aired locally for, by, or about any of these minority groups during the periods July 1, 1973 to June 30, 1974, July 1, 1974 to June 30, 1975, July 1, 1975 to June 30, 1976?

We need a brief description of the series or program whether remote or studio, length, time of day broadcast, number of programs, and intended audience.

Did any organized minority committees or groups participate in these programs?

List current total full time, half time, and part time staff. How many, by professional and non-professional category, are women or members of the listed ethnic groups?

Include a brief description of any training programs directed toward these groups.

Do you have an active affirmative action plan?

Please include any additional information that will help us reflect minority participation in your station's activities.

It is essential that you DACS, repeat DACS, your response within the next 24 hours! We must have this information compiled and available for the long-range financing hearings on Tuesday.!!

Your immediate response is most appreciated.

MINORITIES, WOMEN, AND PUBLIC RADIO

A Report compiled the week of March 30, 1975–April 5, 1975 by Association of Public Radio Stations, Corporation for Public Broadcasting, National Public Radio.

We have the facts and they speak for themselves. Some figures are encouraging while others point clearly to areas where improvement is required.

In an attempt to present the most accurate and current data on minorities and women, the 166 CPB-qualified public radio stations were surveyed during the past week. Over 82 percent of the stations (137) responded to the survey which we interpret as an indication that the stations understand and take seriously their responsibility for providing solutions to the challenge of fully involving minorities and women in the public radio system.

An 82.5 percent return allows for solid statistical analysis of public radio and the concerns addressed in this report.

LICENSEES' GOVERNING BOARDS

Over 75 percent of the stations responding (or 125 stations) provided a breakout of their governing boards. Of 1.867 board members, 8.7 percent (or 162 individuals) are ethnic minorities, and 16.4 percent (or 307) are women. The following is an exact breakdown of information from those reporting:

7.1 percent are Black (132);
1.2 percent are Spanish surname (23);
0.38 percent are minorities (7), including native Americans and Asians; and
8.7 percent are women (307).

Based on this date, the average governing board of the licensees has 15 members with the following profile:

11.3 are white male;

2.5 are women;
1.0 are Black; and
0.2 are Spanish surname.

Many of the governing boards are State University Boards of Trustees, which are usually appointed by the Governor.

STATIONS' ADVISORY GROUPS

Of the 137 stations responding, 31.8 percent (or 45) have an active advisory, and 15.5 percent (or 21) report an advisory group in the planning stages. Forty-two of the 45 stations reported the composition of their advisory groups. Collectively there are 633 members, of which 13.8 percent (or 85) are ethnic minorities and 31.8 percent (or 201) are women. The breakdown is:

7.9 percent are Black (50);
5.2 percent are Spanish surname (33);
1.3 percent are other minorities (2), including Asian and Native American; and
31.8 percent are women.

The average advisory group has 15 members with the following profile:

8.8 are white male;
4.5 are women;
1.0 are Black; and
0.7 are Spanish surname.

A competitive factor in receiving a 1975 Incentive Grant as part of the CPB Radio Community Service Grant Project is "the existence of a mechanism which facilitates regular formal consultation with representatives of the community regarding the activities of the station."

ACTIVE AFFIRMATIVE ACTION PLANS

Of the 137 stations responding to this question, 80.3 percent (110 stations) indicated that they do have an active affirmative action plan, 12.4 percent (17 stations) said they do not, and 7.3 percent (10 stations) gave no response.

The Office of Federal Contract Compliance (OFCC) requires institutions of 50 or more employees and Federal contracts of $50,000 or more to have active affirmative action plans. While the average public radio station has nine full-time employees, university-licensed stations are required to comply with their university's affirmative action policies. Over 70 percent of the CPB-qualified public radio stations are licensed to universities.

EMPLOYMENT

The employment figures are based on the employment statistics reported by all CPB-qualified public radio stations in the fiscal year 1974 CPB Annual Survey.

In professional and technical categories, the increase in total employment in fiscal year 1974 over fiscal year 1973 was 128 positions, for a total of 787 persons. Of those additional positions, 25 percent (or 32) were filled by minorities and 23.4 percent (or 30) were filled by women. The fiscal year 1974 professional and technical work force at public radio stations, totaling 1,116 persons, has the following profile:

71.1 percent are white male (794);
20.3 percent are women (226); and
8.6 percent are minorities (96).

The charts below provide employment details for fiscal years 1972–74:

U.S. PUBLIC RADIO STATIONS EMPLOYMENT (FULL TIME ONLY)

[Percentage]

	1972		1973		1974		Percentage change 1972-74			Percentage change 1973-74		
	Minority	Women	Minority	Women	Minority	Women	Total employees	Minority	Women	Total employees	Minority	Women
Total employment	6.9	22.6	7.3	23.3	8.9	24.7	+39.5	+79.7	+52.3	+12.7	+37.7	+19.5
All professional and technical	6.4	16.9	6.5	19.8	8.6	20.3	+41.8	+92.0	+69.9	+13.0	+50.0	+15.3
Upper management	3.4	11.1	4.2	8.7	4.5	8.8	+32.9	+80.0	+6.1	+10.6	+20.0	+12.9
Other professional and technical	8.2	20.4	7.8	26.2	10.8	6.5	+47.2	+95.0	+91.0	+14.3	+59.2	+15.8
Nonprofessionals	13.4	89.6	18.8	72.5	13.3	90.7	+11.9	+11.1	+13.3	+8.7	−23.1	+36.0

NUMBER OF EMPLOYEES

		1972		1973			1974			1972-74 number change			1973-74 number change		
	Total employment	Minority	Women	Total	Minority	Women	Total	Minority	Women	Total	Minority	Women	Total	Minority	Women
Total employment	854	59	193	1,057	77	246	1,191	106	294	337	47	101	134	29	48
All professional and technical	787	50	133	988	64	196	1,116	96	226	329	46	93	128	32	30
Upper management	298	10	33	358	15	31	396	18	35	98	8	2	38	3	4
Other professional and technical	489	40	100	630	49	165	720	78	191	231	38	91	90	29	26
Nonprofessionals	67	9	60	69	13	50	75	10	68	8	1	8	6	−3	18

The most significant factor is that minorities in fiscal year 1974 professional and technical positions increased by 50 percent (or 32) over fiscal year 1973, and increased at four times the percent increase in total employment in that category.

In the upper management category specifically, minorities increased by 20 percent (3) over fiscal year 1973, twice the percentage increase in total employment in that category.

Women, while not increasing at as fast a rate as minorities, have a much higher total number in the professional and technical category than minorities (266 women compared with 96 minorities). Women show increases of 15.3 percent (or 30) in the professional and technical category over fiscal year 1973. In the upper management category specifically, the number of women employed increased 12.9 percent (4) over fiscal year 1974.

TRAINING

Hopefully, local station training programs have contributed to the gains in employment at the professional and technical levels for minorities and women.

Of the 137 stations reporting, 23 percent (31) indicated that they had general training programs, and an additional 19 percent (26) reported that they had training programs specifically for minorities and/or women. Together this means that 46 percent of the CPB-qualified public radio stations have training programs available to minorities and women.

LOCAL PROGRAMMING

The CPB-qualified public radio stations were also asked to detail fiscal year 1974 and fiscal year 1975 programs which were designed specifically by, for, and/or about ethnic minorities and women. The following are programming statistics for fiscal year 1974 and fiscal year 1975, and a summary comparison of both years.

Public radio local programming—fiscal year 1974

82.5 percent of the CPB-qualified stations reported on this survey (or 137 of 166).

58.5 percent of those reporting indicated they aired locally produced programming for, by, and about minorities and women (or 81 of 137 stations).

44 percent indicated minority groups participated in the planning and/or production of the programming of the 81 stations:

82.3 percent (or 67 stations) air Black programming for an average of 3.82 hours/week

51.9 percent (or 41 stations) air Spanish programming for an average of 3.53 hours/week

31.6 percent (or 25 stations) air other minority programming, primarily Native American, for an average of 1.42 hours/week

Number of hours per year, based on 137 stations reporting:

Black	12,945
Spanish	7,539
Other minorities	1,851

(Women: 460 hrs/yr.)

Average fiscal year 1974 weekly programming profile of the 137 stations reporting.—Stations were on the air for an average of 115 hours/week. Of that 115 hours, the average station aired:

1.84 hours of locally produced Black programming.

1.07 hours of locally produced Spanish programming.

0.26 hours of other minority programming, primarily Native American.

Therefore, 2.97 percent of an average station's program schedule is devoted to locally produced programs specifically for, by, or about ethnic minorities.

While not specifically requested, 12 of the 137 stations reported locally produced women's programming, for a weekly average of .06 hours for the 137 stations. The 12 stations reporting women's programming broadcast an average of .73 hours/week.

Public radio local programming—fiscal year 1975

82.5 percent of the CPB-qualified stations reported on this survey (or 137 of 166).

79 percent of those reporting indicated they aired locally produced programming for, by, and about minorities and women (or 109 of 137 stations).

66 percent indicated minority groups participated in the planning and/or production of the programming of the 109 stations:

83.2 percent (or 91 stations) air Black programming for an average of 3.13 hours/week

54.2 percent (or 58 stations) air Spanish programming for an average of .93 hours/week

36.4 percent (or 39 stations) air other minority programming, primarily Native American

Number of hours per year, based on 137 stations reporting:

Black	
Spanish	14,522
Other minorities	12,158
(Women: 1,051 hrs/yr.)	1,051

Average fiscal year 1975 weekly programming profile of the 137 stations reporting.—Stations are on the air for an average of 119 hours/week. Of that 119 hours, the average station airs:

2.06 hours of locally produced Black programming.

1.73 hours of locally produced Spanish programming.

0.90 hours of other minority programming, primarily Native American.

Therefore, 3.93 percent of an average station's program schedule is devoted to locally produced programs specifically for, by, or about ethnic minorities.

While not specifically requested, 22 of the 137 stations reported locally produced women's programming, for a weekly average of .14 hours for the 137 stations. The 22 stations reporting women's programming broadcast an average of .91 hours/week.

SUMMARY: CPB-QUALIFIED PUBLIC RADIO STATIONS—LOCALLY PRODUCED ETHNIC MINORITY AND WOMEN'S PROGRAMING

[Includes response. from 81.3 percent (135 of 166) CPB-qualified public radio stations; ethnic minorities include only: Black, Spanish, Native American, Asian, and Polynesian; does not include (1) programs fed by NPR, (2) jazz programing, (3) programs involving minority talent unless a specific program by, for, or about minorities]

	Black	Spanish	Other minorities [1]	Women [2]	Minority groups assisted	Stations involved
Total hours:						
Fiscal year 1974	12,945	7,539	1,851	460	60	79
Fiscal year 1975	14,523	12,158	6,360	1,051	71	107
Weekly average:						
Fiscal year 1974	248.94	144.98	35.59	8.84	NA	NA
Fiscal year 1975	279.2	233.80	122.30	20.21	NA	NA
Percent increase over previous year	12.2	61.3	243.6	128.5	18.3	35.4

[1] Primarily Native American.

[2] Not inclusive. Information not specifically requested.

Note: Average increase of ethnic minority programing hours in an average station's weekly program schedule from fiscal year 1974 to fiscal year 1975: 32.3 percent.

The fiscal year 1974 increases in all programming categories over fiscal year 1973 are encouraging and are expected to continue.

Sections II and III of this report address themselves to a more detailed analysis of locally-produced and national programming by, for, and/or about ethnic minorities and women.

II. PUBLIC RADIO: LOCAL PROGRAMMING

Much as a radio newscast tends to report significant news of the day without regard to the racial or ethnic minorities which may be involved, so it is generally with public radio programming across the United States. In addition to the examples of specific program series directed to minority groups, there is a large number of one-time programs, short program series, and news/public affairs reporting on public radio which includes a minority perspective as an integral part of this programming.

Some public radio stations make an effort to enhance their news programming through depth reporting of significant issues which involve minorities. The five-station Minnesota Public Radio group, for example, provided listeners last year with continuous coverage of the six-month trial of Indian defendants involved in the Wounded Knee incident; trial coverage provided more than 125 hours of reports. A black news reporter from WOSU Radio in Columbus, Ohio, travelled to Little Rock, Arkansas, to cover the National Black Political Convention; his daily telephone reports provided immediate coverage of the event, his several hours of recordings formed the basis of a special, half-hour documentary.

Minority interests were the news as KUAT (AM and FM) in Tucson, Arizona, carried two, two-hour remote broadcasts of public hearings into the school busing issue. The audience-participation programs "featured a panel composed of Black, Mexican-American, and Anglo representatives."

As WDET-FM in Detroit, Michigan, explains, in addition to their regularly scheduled programs fitting minority definition, they locally produce programs "by and for senior citizens, gays, the Jewish community, and children . . . minority input and perspectives are also heard regularly as a part of other programs which are intended for a general audience."

Some public radio stations have weekday, multi-hour magazine format programs such as "Illinois Afternoon" at WSSR in Springfield during which the general audience program "includes many features, reports, interviews, and telephone discussions of specific minority activities and issues."

Public station KCCM is located in Moorhead, Minnesota, on the Minnesota-North Dakota border while KRWG-FM, Las Cruces, New Mexico, is near the United States-Mexico border, yet both stations share a common program idea.

The series "Our Town" explores the character of life in nearby rural North Dakota towns focussing on "the ethnic backgrounds of native Indian and German-Russian settlers." (More than 30 hours of material was gathered on the Turtle Mountain Indian Reservation alone.) The New Mexico station's continuing series, "47th State," covers "state history, focussing on among other things, the contribution of the various cultural sources in the history of the state."

In-school instructional programming by public radio stations is not included in minority-directed programs to be listed because they're of a less-than-continuing nature. Yet programming about minority interests is part and parcel of many instructional programs on public radio stations. WGTS in Takoma Park, Maryland, carries the "D.C. Schools Project" produced by the District of Columbia schools personnel and which is aired for use in the D.C. school rooms. WGTS points out, "since the District of Columbia is predominantly Black, much of this programming has dealt specifically with the particular problems of the Black child growing up in America."

Local public radio stations also produce numerous, short program series aimed at minority audiences which, because of their occasional or one-time nature, are not included on the attached program list.

There was a recent "ten-hour radio marathon in Spanish titled "Careers '75" concerning vocational job opportunities," for example, over public radio station WLRN-FM, Miami, Florida. WVWC radio in Buckhannon, West Virginia, last year produced a 29-part series of two-hour programs entitled "Black Reflections." And KSAC radio, Manhattan, Kansas, produced a half-hour documentary on the school busing issue in Topeka, and another half-hour documentary on the acquisition and use of the St. Mary's Catholic School by the Pottawatimie Indians.

The public radio system in the United States also includes some stations which devote a majority of their broadcast time to "minority" programs because their principal audience is of that minority group. KTDB in Ramah, New Mexico, is licensed to the Navajo Indian tribe: it broadcasts programs in a proportion of approximately 70–75 percent Navajo to 25–30 percent English. KBBF-FM in Santa Rosa, California, broadcasts 90–95 percent of its bilingual (Spanish and English) programs to Spanish-speaking audiences and in one case, a trilingual program in Spanish, English, and Filipino. In sparsely-populated Alaska, public radio station KYUK in Bethel is a vital source of news and information to the 95 percent native Alaskan population; there public radio means broadcasts in two languages, fifty-fifty English and Yupik.

The list of locally-produced programs naturally does not include network or other outside sources of minority programs. Some public stations make use of Mutual Broadcasting's National Black Network news and public affairs programs such as "Black Issues and the Black Press," a weekly half-hour program highlighting current issues and how those issues are handled by the Black press in America. The list also does not include programs concerned with minority issues from National Public Radio whose programs are regularly carried by 98 percent of all CPB-qualified public radio stations.

The following list, likewise, does not include massive hours of classical music, jazz, folk, or other forms of music which, in many cases, represent responses to minority interests and the creativity of minority cultures.

The following is a partial listing of continuing programs broadcast, at least weekly, by the Public Radio Stations noted. In virtually all cases the programs are of, by, and for the minorities to which the content is intended. It is an informal list and is not suggested to be inclusive of all such programming within the Public Radio system, or inclusive of all minorities to which Public Radio is responsive.

Inside Los Angeles.—Three hours per week in a magazine format with a jazz base intended specifically for the inner city black audience in Los Angeles. KPFK–FM, Los Angeles, Calif.

Spiritual Awakening.—Black music and poetry for a minority audience, ninety minutes weekly. WPHY–FM, Philadelphia, Pa.

Black Programming.—Twelve hours per week of general programming with special emphasis on news and informational features designed for a black audience. WBFO–FM, Buffalo, N.Y.

The Black Experience.—A two-and-one-half hour weekly series including music, talk, and feature material produced by black students at the University of Montana. KUFM–FM, Missoula, Mont.

Poetry and Writers Guild.—A weekly half-hour program featuring black poets produced in cooperation with the Black Catholic and Laymans Ministry. WDUQ–FM, Pittsburgh, Pa.

Nation Time.—Two hours each evening produced by blacks, for blacks, featuring news, arts, and performances for the black community. KHKE–FM, Cedar Falls, Iowa.

Voices of Black America.—A weekly quarter-hour series featuring the concerns of Black Americans. WSLU–FM, Canton, N.Y.

Community Crossroads.—A weekly half-hour series which examines all aspects of the Kalamazoo black community, its problems and its progress. WMUK–FM, Kalamazoo, Mich.

Black Studies Broadcast Journal.—An hour long weekly series produced by the Ohio State University Black Studies Department including poetry, drama, lectures, and interviews. WOSU–AM, Columbus, Ohio.

Blackbird.—A four-hour weekly series of black performances. KTEP–FM, El Paso, Tex.

Afro Intercom.—A half-hour weekly public affairs program produced in cooperation with local black groups. WUSF–FM, Tampa, Fla.

Minority Viewpoint.—A weekly thirty-minute program of discussion and news of current regional and national concern, particularly for the black citizen. WTGM–FM, Norfolk, Va.

Black Programming.—Eighteen hours per week of news, interviews, public service information, and cultural programming, plus occasional live-remote broadcasts of black community organizational meetings. KTOY–FM, Tacoma, Wash.

Black programming.—Two hours each evening feature soul music, used as a vehicle for the presentation of news and cultural features of interest to the black community. WFSU–FM, Tallahassee, Fla.

Basic black.—A twice-weekly series by, for, and about the black community in the Rochester area. WXXI–FM, Rochester, N.Y.

Black Talk.—A weekly half-hour program of speeches and discussions, for a general black audience. WSIU–FM, Carbondale, Ill.

Mbari Mbayo.—An hour long weekly series featuring African and West Indian news, music, and information. WFCR–FM, Amherst, Mass.

Black Student Union.—A weekly hour program produced by the Black Student Union at Utah State University featuring black artists, news, and special guests. KUSU–FM, Logan, Utah.

On the Black Side.—A two-and-one-half hour weekly series, magazine format, involving local minority groups. KUOM–AM, Minneapolis, Minn.

Evening Edition.—Four hours weekly of music and public affairs intended for the local black community. WHRS–FM, Boyton Beach, Fla.

Sixth Street Market.—A ninety-minute weekly series by, for, and about blacks in Cincinnati. WGUC–FM, Cincinnati, Ohio.

Blackness Is.—A four-hour weekly series planned and produced by black students at the University of Kansas. KANU–FM, Lawrence, Kans.

Blackbeat.—A ninety-minute weekly series featuring Afro-American music. WICN–FM, Worcester, Mass.

In Black America.—A weekly half-hour interview program devoted to contemporary black thought. WCSU–FM, Wilberforce, Ohio.

The Foxhole.—Eight hours per week of black cultural and public affairs programming for the black population. WSIU–FM, Carbondale, Ill.

Afro-American Lecturers.—A series of hour long programs featuring prominent black authorities on black art, the black female American playwright, black American poetry, the black writer's politics, etc. KCUR–FM, Kansas City, Mo.

Black Focus.—A four-hour weekly program for blacks produced in cooperation with organized minority committees. KCFR–FM, Denver, Colo.

Black Americans.—A quarter-hour weekly series on the contributions of blacks to the growth and development of America, designed for in-school use. WCBE–FM, Columbus, Ohio.

Colors.—A half-hour daily magazine for black listeners. WFCR–FM, Amherst, Mass.

Rapport: Afro-America.—An hour long weekly talk program featuring discussions with local blacks. WUWM–FM, Milwaukee, Wis.

Window into the Community.—A weekly half-hour discussion and lecture series of particular interest to the black community. WDUQ–FM, Pittsburgh, Pa.

Black Radio Workshop.—Nine hours per week, this experimental series offers magazine programming produced by, for and about blacks in San Bernardino. KVCR–FM, San Bernardino, Calif.

Soul Bus.—A three-hour weekly series of black music and features including job information, poetry, news, recipes, and discussions, intended for area blacks. WMKY–FM, Morehead, Ky.

Blue Monday.—A three-and-one-half hour weekly series centering around live and studio recorded performances and interviews with black artists. KVLU–FM, Beaumont, Tex.

Black Voices, Black Sounds.—Music, poetry, news and interviews produced by Northern Community Radio by for and about Black people. Producer and host for the two and a half hour weekly broadcast is De Garrett. WCAL–FM, Northfield, Minn.

The Other America.—A twice weekly half-hour program produced in the field by a Black student with organized minority group participation from time to time. WSIE–FM, Edwardsville, Ill.

Black Beat.—A weekly one-hour program produced by Blacks for Blacks using music and discussion created and performed for the program. WVPB–FM, W. Va.

For My People.—A five-hour weekly broadcast of Black Nationhood perspectives with both studio and remote production with the participation of organized minority groups. WDET–FM, Detroit, Mich.

Music of the Black Church.—Produced with both studio and remote recordings with the participation of Project BAIT a Black Awareness In Radio & TV organization. WDET–FM, Detroit, Mich.

Seminar in Black.—A thirty-minute weekly broadcast of Black perspectives on public affairs. Participation by the Association of Black Communicators. WDET–FM, Detroit, Mich.

The City.—A weekly public affairs broadcast of Black perspectives on topics of concern to urban dwellers. WDET–FM, Detroit, Mich.

Ebony Awareness.—A two-hour weekly broadcast of public affairs and interviews with the participation of organized minority groups produced by and for the Black community. KCSN–FM, Northridge, Calif.

Spirits Known and Unknown.—A three-hour weekly magazine produced by fifteen volunteers from "Osatau", the organization for Afro-American Students at The American University. Produced for and by Blacks. WAMU–FM, Washington, D.C.

Eastside Beat.—A Black magazine program composed of news, informal features, interviews, and music with the participation or organized minority groups and committees. Three hours weekly. WSSR–FM, Springfield, Ill.

Blackness.—A two-hour in-studio program involving organized minority groups and committees. WHA–AM, Madison, Wis.

Project Aim.—A weekly quarter-hour series featuring discussions with local black professionals, shopkeepers, self-employed, etc. about their jobs, educational requirements, and the difficulties encountered entering the field. WCBE–FM, Columbus, Ohio.

Store Front Studio.—A three-hour daily program produced on location at the Erie Opportunities Industrialization Center featuring music, interviews, black history, literature readings and discussion. WQLN–FM, Erie, Pa.

Nation Time. A three-and-one-half hour daily service for black listeners in Wichita produced by black students at Wichita State University featuring music, interviews, and information. KMUW–FM, Wichita, Kans.

Ascensions.—Half-hour discussion programs produced in cooperation with the Washington State University Black Studies Program (39 in series). KWSU–AM, Pullman, Wash.

Black Directions.—Eight hours per week of black talk programing with heavy use of telephone dialogue. WOUB–AM, Athens, Ohio.

Roy's Place.—Eleven hours per week of informational programing for black children. KCRW–FM, Santa Monica, Calif.

The Ebony Experience.—A three-hour weekly series featuring lectures and discussions of interest to blacks. WSLU–FM, Canton, N.Y.

Afro-American in Indiana.—A half-hour weekly series devoted to black history in Indiana and contemporary black concerns, produced in cooperation with the Indianapolis Martin Center. WIAN–FM, Indianapolis, Ind.

Black Is.—A five-hour daily service to black listeners produced by local black groups in Eugene. KLCC–FM, Eugene, Oreg.

The Struggle.—A one-hour weekly series on black and third world affairs with emphasis on the Boston area. WBZR–FM, Boston, Mass.

Black Sunday.—A six-hour weekly service produced by black students at Antioch College featuring black jazz, blues, and soul music with poetry of black authors and occasional interviews or features. WYSO–FM, Yellow Springs, Ohio.

Ebony '75.—Interviews and public service features geared to the black audience of Pasadena, one hour per week. KPCS–FM, Pasadena, Calif.

Inner City Visions.—A four-hour weekly series featuring sound images and focusing on local public affairs material. WBFO–FM, Buffalo, N.Y.

Uhuru Sound.—A weekly half-hour of interviews, news, and discussions on topics of special interest to blacks of all ages. WUHY–FM, Philadelphia, Pa.

They Led the Way.—Biographies of persons, mostly blacks, who overcame hardships to realize their aspirations. WABE–FM, Atlanta, Ga.

Black Programming.—A daily three-hour program service featuring entertainment, interviews, and features dealing with a broad range of topics of interest to blacks, produced in cooperation with organized local minority groups. WKAR–AM, East Lansing, Mich.

Soul Function.—A five-hour weekly program devoted to black performers. KUOP–FM, Stockton, Calif.

Black Ritual Radio.—Three hours of access programming for the black community, part of thirteen and one-half hours of black programming produced each week. KPFA–FM, Berkley, Calif.

In Black America.—Conversations about the black experience in America including historical perspectives and current realities. This half-hour weekly series is produced by KUT and distributed to more than 90 other stations on a syndicated basis. KUT–FM, Austin, Tex.

Pa la Loma (originally titled: Despierta Bario).—A Latin American magazine produced by two volunteers from The Latin American Youth Center. Now one-hour weekly to be expanded to a two-hour magazine after July 1, 1975. WAMU–FM, Washington, D.C.

La Musica Brava.—Latin jazz and information for the Spanish community in a two-hour magazine broadcast weekly with participation by members of the community. KCSN–FM, Northridge, Calif.

Radio Information.—A one-hour public affairs and interview program in Spanish with participation by members of the community. Broadcast as two one-hour programs each week. KCSN–FM, Northridge, Calif.

Spanish News.—A five minute news broadcast twice daily, Monday through Friday, for the Spanish-speaking community. KCSN–FM, Northridge, Calif.

Fiesta.—A one- to two-and-a-half-hour broadcast six days a week primarily for the Spanish/American population produced by Spanish Program Director, Ricardo Munoz. KRWG–FM, Las Cruces, N. Mex.

El Grito de mi Raza.—A sixty-minute weekly broadcast for and by the Spanish-speaking community. Latino perspectives and music with the participation of Chicano-Boricua Studies Group. WDET–FM, Detroit, Mich.

Nuestra Cosa.—A one hour in studio weekly broadcast involving members of Spanish-speaking groups. WHA–AM, Madison, Wis.

Los Asuntos del Pueblo.—A weekly thirty-minute program (with an English counterpart The People's Business) to effect a sense of community awareness and pride in the Langley Park area produced in cooperation with the Neighborhood Improvement Committee—an ad hoc group of citizens. WGTS–FM, Takoma Park, Md.

Musica Mexicana.—A ninety-minute everyday broadcast in Spanish. KMUW–FM, Wichita, Kans.

Cuentos Para Ninos.—A thirty-minute program each weekday of stories for children. WHRS–FM, Boynton Beach, Fla.

La Hora de Campesina.—A three-hour weekly program for Spanish speaking migrant farm workers of music and public affairs. Produced of, by and for the community. WHRS–FM, Boynton Beach, Fla.

Hablemos Ingles.—A twice each weekday fifteen-minute program instructional for English as a second language. WHRS–FM, Boynton Beach, Fla.

Tex Mex Show.—A three-hour program each Saturday and Sunday. Spanish music, announcements of civic concern, and news of interest to Spanish-speaking listeners. Soon to be increased to two six-hour broadcasts. KVLU–FM, Beaumont, Tex.

Tiempos Latinos.—A two-hour presentation weekly of Latino jazz and job opportunities for bi-lingual applicants in the area. KLON–FM, Long Beach, Calif.

A block of programs.—Five different broadcasts for the Mexican-American and Puerto Rican communities of Spanish-speaking people. Four-and-a-half hours of regularly scheduled programming each week. (e.g. El Quinto Sol). WBFO–FM, Buffalo, N.Y.

Echo Chicano.—A one-hour weekly cultural awareness and music magazine produced in cooperation with the Chicano Media Task Force. A bi-lingual broadcast. KOAP–FM, Portland, Oreg.; KOAC–FM, Corvallis, Oreg.

Chicano Community Program.—A two-hour weekly program of, by and for Chicano youth. KUOP–FM, Stockton, Calif.

Ondas en Espanol.—A two-hour weekly program of entertainment, music, features and reports on issues and services for the Spanish-speaking audience produced by Chicano staff members. Additional hours of programming are presented in the Spring and Summer for migrant farm workers. WKAR, East Lansing, Mich.

Spanish programming.—A total of sixteen hours per week of news and information programs produced of, by and for Spanish-speaking persons. KAWC–FM, Yuma, Ariz.

Sucessos en Espanol.—A weekly thirty-minute program for Spanish-speaking persons with their participation on a formal basis. Selections from the literature and music, interviews with contemporary artists and descriptions of contemporary life in Spanish-speaking countries. WSUI–FM, Iowa City, Iowa.

Musica Mexicana.—A ninety-minute broadcast each day aimed at the Spanish-speaking audience. Program totally in Spanish. KMUW–FM, Wichita, Kans.

For Spanish-Speaking People.—A two-hour weekly program. WICN–FM, Worcester, Mass.

Ecos en Espanol.—An half-hour program broadcast weeknights for Spanish-speaking people with organized community groups and committees participating in the planning and as a resource for advice. KUOM–FM, Minneapolis, Minn.

Atzlan.—A twice weekly sixty-minute program produced by a Chicano for Spanish-speaking people. A news and public affairs broadcast, with participation of community organizations. KUNC–FM, Greeley, Colo.

Spanish Musical Heritage.—A thirty-minute weekly music history program produced by a Chicano volunteer. A featured intent is Anglo awareness toward Spanish culture. KUNC–FM, Greeley, Colo.

Los Meandros.—A fifteen-minute weekly program broadcast twice. Latin American music, and information with features on shopping. KFJM–FM, Grand Forks, N. Dak.

Club de los Madrugadores.—A one-hour program broadcast Monday through Friday. A music and public affairs magazine for the Spanish-speaking with the inclusion of migrant farmers. Open telephone lines used in program. WHRS–FM, Boynton Beach, Fla.

Club de los Dormilones.—Same broadcast format and frequency as program above except this program is for "Sleepy Heads." WHRS–FM, Boynton Beach, Fla.

Saludos Amigos.—Music and public affairs in a weekday one-hour program for Spanish-speaking people with particular interest for Puerto Ricans. WHRS–FM, Boynton Beach, Fla.

La Voz Latina.—Spanish language program presented one hour each week. Latin American music and announcements of interest to the Spanish-speaking community. Produced in cooperation with the Hispano-American Center of Indianapolis. WIAN–FM, Indianapolis, Ind.

America.—A one-half hour weekly program produced by and for Spanish-surname groups by the Latin American Clubs of Waterloo, Iowa. A mixture of music and history with commentary in both English and Spanish. KHKE/KUNI, Cedar Falls, Iowa.

Que Tal Amigos?—A Spanish program of music, news and information presented one hour each day six days per week. WFCR–FM, Amherst, Mass.

Ahora Si.—A two-hour weekly program produced by and for the local Chicanos originally designed by local minority organizations which continue to support the programs with occasional critiques and visits. KLCC–FM, Eugene, Oreg.

Salsa Chicana.—A five-hour weekly Mexican-American program with members of the minority group to which it is directed participating in the production and presentation of the program. KTEP–FM, El Paso, Tex.

Perspectives in Chicano Education.—A one-hour weekly Mexican-American discussion program with participation of organized minority groups and committees. KTEP–FM, El Paso, Tex.

Musica Para Vous.—A weekly three-hour classical music program featuring Latin composers, performers, and conductors. Features on cultural issues of special interest to Latins and other minority communities. Produced, programmed and announced by a Mexican-American. KUSC–FM, Los Angeles, Calif.

Ritmos de la Raza.—A weekly four-and-a-half-hour program of Salsa and Pop Latin music which includes social, political, and community issues by an entirely Mexican-American staff. KUSC–FM, Los Angeles, Calif.

Six hours of Spanish programming.—Featuring cultural, music and public service information with news and interviews for the Spanish-American populace with total flexibility for items of timely interest in the community. "El Committee" and other organized groups participate in the production. KTOY–FM, Tacoma, Wash.

Spanish-speaking programs.—To half-hour programs each week co-produced by a member of the Purdue University language department and a member of the Spanish-speaking community. WBAA–FM, LaFayette, Ind.

Spanish Language and Culture Lessons.— Three hours per week in various program formats under various titles. KCRW–FM, Santa Monica, Calif.

Mexican Civic Center.—A one-hour weekly program of music and community news in Spanish, with the participation of organized groups and committees from the community. KUER–FM, Salt Lake City, Utah.

Fiesta Mexicana.—A one-hour weekly program of announcements about community events, Mexican music, and news of interest to Spanish-speaking citizens. KCUR–FM, Kansas City, Mo.

La Voz Hispana.—A weekly fifteen minute news report presented in Spanish for that community. Planned expansion to an half-hour and daily broadcast. WXXI–FM, Rochester, N.Y.

Sones Latinos.—A weekly one-hour cultural program produced by, for and about the Mexican-American community. KVCR–FM, San Bernardino, Calif.

International Forum.—A thirty-minute weekly program of discussion and a calendar of events for the Latin-American primarily with occasional programs for Asians. WDUQ–FM, Pittsburgh, Pa.

La Voz de la Raza.—A two-hour weekly Spanish music and information program presented in two editions. WUWM–FM, Milwaukee, Wis.

Asi es mit Tierra.—A two-hour weekly Spanish music and information program. WUWM–FM, Milwaukee, Wis.

Salza y Bembe.—A two-hour weekly music program for Puerto Rican persons. WUWM–FM, Milwaukee, Wis.

Poets That Speak in Spanish.—A weekly half-hour series with the participation of organized minority committees. WLRN–FM, Miami, Fla.

Jobs Latin.—Job openings presented over a program with a music base geared to the Latin community. One hour weekly. KPCS–FM, Pasadena, Calif.

La Voz de la Gente.—Interviews and public service features geared to the Latin community. One hour weekly. KPCS–FM, Pasadena, Calif.

A weekly one hour program.—Directed of by and for the Spanish-speaking community. KQED–FM, San Francisco, Calif.

La Fiesta Musical.—A two-hour weekly program of Spanish music, news and announcements presented in Spanish. For, by and about Latino groups with their direct participation. KUOW–FM, Seattle, Wash.

Spanish surname programming.—An average of eleven hours of programming each week produced by the station's Third World Department. Including news, public affairs, and public service information as well as cultural and musical features. Some in Spanish and some bi-lingual. KPFA–FM, Berkeley, Calif.

Horizontes.—A two-hour program presented each day Monday through Friday with both remote and studio production, and wholly produced in Spanish. The Mexican-American heritage of all of Latin America. Local community news and features, cultural and social history, folklore, poetry and prose. KUT–FM, Austin, Tex.

La Raza Nueva.—A one-hour weekly talk and interview program of, by, and for the Spanish-speaking community. KPFK–FM, Los Angeles, Calif.

Mundo Chicano.—A two-hour weekly program of music, news and interviews with the direct participation of organized groups and committees from the Chicano population. KPFK–FM, Los Angeles, Calif.

Great Black Music.—A two-hour weekly program of black music performed by black artists. WFCR–FM, Amherst, Mass.

Black Is.—A thirty-minute program broadcast twice weekly on Black news and public affairs produced of, by and for Black persons. KUNC–FM, Greeley, Colo.

On Indian Terms.—A weekly half-hour in studio program with the participation of organized groups and committees from the Indian community. WHA–AM, Madison, Wis.

I'm Not Your Indian Anymore.—A thirty-minute weekly broadcast covering historical and current Indian (Native American) activities and issues designed for both the Indian and general audience with organized Indian involvement. WSSR–FM, Springfield, Ill.

Indian to Indian.—Native American perspectives and music in a weekly one-hour broadcast by and for the Indian community. WDET–FM, Detroit, Mich.

Third World Programming.—As part of its over thirty hours per week of "Third World Department" programming, forty minutes per week is devoted to Native Americans. KPFA–FM, Berkeley, Calif.

For Eagles To Be Crows.—Produced on the reservation of, by and for the Native American. An half-hour weekly program of news and information. KDSU–FM, Fargo, N. Dak.

Indian News.—Organized community groups and committees were consulted in the planning and continue as a resource for this five-minute each weekday newscast for Native Americans. KUOM–AM, Minneapolis, Minn.

Indian History.—A presentation including present day situations of Native Americans in thirty-minute broadcasts. Organized groups and committees participate in the program. WCMU–FM, Mt. Pleasant, Mich.

Indian Time.—A one-hour weekly program including studio and remote production by members of the Qua-Qui Corporation, a community American Indian group. Program includes discussion of current issues and news items of particular interest to Native Americans. KUFM–FM, Missoula, Mont.

Learning to Fly.—Thirty minutes weekly, both studio and remote, addressing women's concerns, with assistance of Radio Women of Philadelphia. WUHY–FM, Philadelphia, Pa.

Women Now.—Weekly 1-hour program produced by local chapter of National Organization for Women. WBUR–FM, Boston, Mass.

Woman Aware.—A weekly 30-minute program covering wide range of women-oriented information. WUSF–FM, Tampa, Fla.

Women Alive.—A one-hour weekly program devoted to women's issues. KCFR–FM, Denver, Colo.

Women's Report.—A segment of hour-long news programs broadcast three times daily. *Women's Report* is prepared in cooperation with and by members of the University of Michigan Commission on Women. WUOM–FM, Ann Arbor, Mich.

Relating to Women.—A 10-minute weekly program dealing with the women as a professional person, including interviews with successful women. WUOM–FM, Ann Arbor, Mich.

Women's Programming.—WFSU has aired a weekly 30-minute program relating to women's affairs. Production has temporarily been suspended during search for new producer. WFSU–FM, Tallahassee, Fla.

Everywoman.—Weekly 60-minute program prepared by guest female producers which addresses itself to the views of women, their life styles, careers and relationships. WXXI-FM, Rochester, N.Y.

For Mature Adults Only.—A regular weekly series for women senior citizens, produced by the Women's Liberation Union in Kansas City. KCUR-FM, Kansas City, Mo.

Women Dare Daily.—A one-hour weekly instructional-informational program produced by and for women with two part-time producer/hosts. N.O.W. and the Women's Caucus have been involved in the series. WAMU-FM, Washington, D.C.

I'm Not Your Girl Anymore.—A thirty-minute weekly broadcast produced by, with and for women and also for a general audience concerned with equality and fairness for women. WSSR-FM, Springfield, Ill.

A Time Out for Women.—A weekly 12-minute program produced totally by women—for women. Program features consumer information and spotlights current achievements of women. Features many women guests. KUSU-FM, Logan, Utah.

Conversations.—Broadcast of weekly meetings of women on the Utah State University campus exploring current problems of the female population. Length varies according to time needed. KUSU-FM, Logan, Utah.

Women Today.—A thirty-minute 13-week series produced by women on the communication center staff with assistance from editorial staff of *The Texas Woman* magazine. Focusing on the changing role of women in contemporary society, series was distributed to some 30 stations throughout the U.S. by KUT's program syndication service, the Longhorn Radio Network, KUT-FM, Austin, Tex.

Women's Programming.—Broadcast on a weekly basis are hour-length "Lesbian Sisters" and thirty-minute "Women for Legislative Action." KPFK-FM, North Hollywood, Calif.

Richland Women.—A weekly 60-minute feminist program featuring diverse folk music. KPFK-FM, North Hollywood, Calif.

Women's Programming.—Station broadcasts at least 5 hours of programming weekly designed specifically for women. KPFA-FM, Berkeley, Calif.

Chant for My Sisters.—A women's informational series of 1-hour length running for 39 weeks. KUOP-FM, Stockton, Calif.

Women, the Unsilenced Majority.—A 30-program series featuring news and information about the feminist cause. KUER-FM, Salt Lake City, Utah.

Western Women Speak.—A 30-minute 39-program series with a variety of information about women's causes. KUER-FM, Salt Lake City, Utah.

The World of Women.—Sixty minutes weekly featuring activities and life styles of women of all races and from all walks of life. WFCR-FM, Amherst, Mass.

Women's Forum.—A weekly 60-minute program presenting the opinions of women on subjects such as politics, both national and international, economics, career development, etc. WFCR-FM, Amherst, Mass.

Lithuanian Radio Show.—A weekly one-hour program produced in cooperation with the Lithuanian Council. WICN-FM, Worcester, Mass.

Various specialized programs.—One-hour weekly programs for senior citizens and for labor are broadcast. WICN-FM, Worcester, Mass.

Senior Citizen Programming.—Presented one-half hour weekly. KAWC-AM, Yuma, Ariz.

Asian community groups.—Seven hours of programming of, by and for Asian-Americans. KQED-FM, San Francisco, Calif.

Chinese community groups.—Five hours of programming of, by and for Chinese-Americans. KQED-FM, San Francisco, Calif.

Fruit Punch.—A one-hour weekly program of, by and for the Gay men of the Bay area. KPFA-FM, Berkeley, Calif.

Chinese Youth Voice.—A one-hour weekly broadcast in both English and Mandarin, including news, music, plays and comments about Chinese history and current events. KPFA-FM, Berkeley, Calif.

Potlatch.—A weekly thirty-minute program addressing concerns of native Alaskan adults. KUAC-FM, College, Alaska.

Minority Speaks.—A weekly thirty-minute program featuring a "talk-show" format for women, gays, blacks, religious minorities, etc. WMUB-FM, Oxford, Ohio.

Foreign Voices in America.—A weekly fifteen-minute program designed especially for foreign students and visitors to the Southern Illinois area. WSIU-FM, Carbondale, Ill.

New Experience Project.—A weekly eight-and-one-half hour experimental program with an open format aimed at the Third World population of the San Mateo area. The program is produced in studio with actualities that are prerecorded or telephoned in. All minorities participate. KCSM-FM, San Mateo, Calif.

Japanese Language and Culture Lessions.—Three hours of special programming weekly. KCRW-FM, Santa Monica, Calif.

Iowa's "aged" Population.—A thirty-minute weekly program produced of, by and for Iowa's "aged" population—the "largest minority in the state." WOI-FM, Ames, Iowa.

Music From India.—A weekly sixty minute program produced in studio of music and commentary for the Asian Indian community in Pittsburgh. WDUQ-FM, Pittsburgh, Pa.

Indian Express.—An hour long weekly program featuring Indian music and information for the Asia audience. WUWM-FM, Milwaukee, Wis.

Nav-Rung.—An hour long weekly program featuring Indian music and information for the Asian audience. WUWM-FM, Milwaukee, Wis.

Eldercast.—A weekly sixty-minute program produced by a volunteer group of older citizens. WBUR-FM, Boston, Mass.

Hindi Music.—A weekly thirty-minute program for the Lexington Indian population. Representatives of the Indian population participate in the production of the programs. WBKY-FM, Lexington, Ky.

For Mature Adults Only.—A weekly series produced by the Women's Liberation Union in Kansas City for women senior citizens. KCUR-FM, Kansas City, Mo.

Minority Input.—A thirty-minute informational program for and about minorities. KUER-FM, Salt Lake City, Utah.

Dainos Aidas.—A weekly thirty-minute program for the Lithuanian community of Rochester. WXXI-FM, Rochester, N.Y.

The Older American.—Airing twice weekly, the program examines the special needs and interests of senior citizens. WXXI-FM, Rochester, N.Y.

The People's Business.—A weekly two-hour program which addresses itself to consumer concerns of minority groups. WXXI-FM, Rochester, N.Y.

Arcobaleno Italiano.—A weekly sixty-minute program of news and entertainment for the Italian community. WXXI-FM, Rochester, N.Y.

Hawaii Komo Mai.—A ninety-minute program of Polynesian music and information. KCSN-FM, Northridge, Calif.

Classical Music of South Asia.—Presentation of classical traditions of India, Pakistan, Iran and Bangladesh with Arnold Burghardt, student of Ustad Usman Khan Beenkar of Indore, India. One hour weekly, WCAL-FM, Northfield, Minn.

Aging: American Style.—The continuity of life, growing and senior citizens. A thirty minute weekly program with telephone call-ins. Produced by the Grey Panthers. WUHY-FM, Philadelphia, Pa.

III. PUBLIC RADIO: NATIONAL PROGRAMMING

National Public Radio (NPR) is this country's only nationwide interconnected public radio system. Serving communities in 43 states, Puerto Rico, and the District of Columbia, NPR is composed of more than 150 members operating over 175 noncommercial, public radio stations.

Almost all NPR member stations broadcast at least 18 hours per day, 365 days per year and serve their communities with informational, cultural, and educational programs in combinations that suit the needs and interest of their communities.

NPR is a private, non-profit corporation established in 1969 specifically to provide a national program service for the nation's public radio stations. Its Board of Directors is composed of elected representatives from the membership (station licensees) and so-called public members who are selected to bring other perspectives and skills to the NPR enterprise. Of the sixteen current NPR Board members, four are women and three are minority.

While Washington, D.C. was chosen as National Public Radio's base, decentralization of programming was early established as a principle. This means that NPR relies on its member stations and other sources to provide approximately half of the programming NPR makes available to the system.

In terms of programming content, a primary assumption has been that public radio's purpose is to contribute to meeting the needs of people, particularly those needs of an educational, informational, and cultural nature.

Programs grow from the goals and objectives of public radio and from the expressed needs of the membership in the system. NPR provides approximately 40 hours of programming each week and additional programs are made available to any of the requesting 750 noncommercial radio stations. In determining programming an "ascertainment" process is used involving the general public, national organizations, and content experts.

NPR programming attempts to reflect the unique heritage and attributes of the world's component racial, ethnic, religious, economic, age, and social groups with the general goal of explaining the problems, hopes, and aspirations of these groups to a larger public.

Unlike the trend in commercial radio, the audience for NPR's programming is an "integrated" audience, including individuals of all regions, races, and social status. NPR has initiated a study for the potential of Specialized Audience Services (material *by* and *for* minority audiences and *about* their concerns) to also be determined by an ascertainment process.

General audience programs now transmitted by NPR are produced both by the NPR staff and by member stations around the country. The attached minority-related program listing for 1974 includes those issue-related programs which clearly concern a minority matter. NPR minority-related programming has impact and importance for audiences everywhere.

In the Spring of 1974, NPR transmitted a six-part, quarter-hour series of programs called "Black Art in America." These programs, produced by a member station, examined closely the successful careers of three Black artists: Richard Hunt, Charles White, and Sam Gilliam. In the Summer of 1974, NPR transmitted programs of interest to both a Black and a general audience: a 20-minute interview with former Arkansas Governor Orville Faubus, and three days later, an hour-long documentary special. "Perceptions in Selma, A Decade Later."

Minority programming on NPR takes many forms. A series on ragtime music ("This Is Ragtime") produced by a member station devoted one, half-hour installment to the topic, "Ragtime and Racism." During the six-month trial of American Indians stemming from the Wounded Knee incident, NPR was able to provide stations continuing coverage of that controversial trial, again through the contribution of a member station.

Minority-related programs via NPR have included an extended series of quarter-hour reports not only on the American Indian, but many ethnic groups including the Irish, Italians, Germans, Jews, Poles, Swedes, Puerto Ricans, Chinese, and Anglo-Saxons.

NPR programs distributed to member stations have also dealt with minorities not usually perceived as such, for example an hour-long special on the "Mentally Retarded, A Forgotten Minority" transmitted in September, 1974. And the problems and plight of the elderly were discussed in two half-hour documentaries last summer.

Women comprise a numerical majority in U.S. society, yet the social and economic problems suffered by women as a class make them a prime target for "minority-related" programs. A total of 87 programs of varied length were identified by NPR as being directly related to women in 1974.

"Options" is the generic name of an NPR series of hour-long productions offered to stations five days per week: topics Covered by "Options" run a wide range, and many of them are minority-related. In the month of November, 1974, 22 of these hour-long programs were transmitted, and fully a third of these could be considered minority related:

"The Politics of Being Black," November 1.
"Options of Education: Sex Discrimination in Education," November 4.
"The Black Stage," November 11.
"The Black Mass Communication," November 20.
"Women and Credit," November 23.
"Greek Songs of Freedom," November 29.
"Bill Veeck & Satchell Paige" November 30.

Following is a minority-related program listing for 1974 showing those issue-related programs which clearly concern a minority matter.

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05/13/74                      NPR FY74 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY           PAGE    2   QN

MINORITY    NPR---PROGRAM---TYPE        LENGTH  SERIES (OR SUBSERIES) TITLE  PROGRAM (OR PROGRAM ELEMENT) TITLE    MAJ SRCE DATE
            D V PROJ  TOT  CODE                                                                                     SUB      MO/DY

                           ACMA            7:57                              MCCLINTOCK ON BLACK ACTING TECHNIQUES    781 NPR   3/10
BLACK       A C MA     1                0.13250
                           ACSTAG         26:52 BERNARD GABRIEL VIEWS..0174  TRACING AN UNUSUAL MUSICAL CAREER        803 GBRB  1/27
BLACK       A C ST     1                0.44777
BLACK       A C        2                0.58027
                           ASSTGY          3:00                              LIARS, OR MY UNCLE'S FARM                780       2/17
                           ASSTGY          2:50                              VICTOR MINSTRELS NO 10                   840       2/17
BLACK       A S ST     2                0.09722
BLACK       A S        2                0.09722
BLACK       A          4                0.67749
                           NCFICE          4:45 CHALLENGES IN EDUCATION7613  FEAR AND THE VOTER                       091 5156  3/28
BLACK       N C FI     1                0.07917
                           NCFL           59:00 FIRING LINE 7411             POLITICS AND BLACK PROGRESS              295 SECA  3/12
BLACK       N C FL     1                0.98333
BLACK       N C        2                1.06250
                           NESP         1:01:10 NATIONAL PRESS CLUB 0170     BLACK PRESS AND TOMMOROW'S AMERICA       295 NPR   3/12
BLACK       N E SP     1                1.01945
BLACK       N E        1                1.01545
                           NOAT            4:15                              BLACK DEMOCRA[illegible] PRESENT AGENDA  092 NPR   1/10
                           NOAT            3:07                              COMMEMORITIVE SERVICES FOR KING          312 WABE  1/15
                           NOAT            4:10                              WASHINGTON BLACKS RECALL LEGACY OF KING  235 NPR   1/15
                           NOAT            5:39                              LIFE OF KING ASSESSED BY LEWIS           223 BNKS  1/15
                           NOAT            4:07                              MEANING OF KING AS URBAN BLACK MAN       223 NPR   1/15
                           NOAT            5:01                              IMPROVING BLACK CHILDREN'S SELF IMAGE    674 NPR   1/21
                           NOAT            4:44                              LEADERSHIP CONFERENCE ACTIVITY REVIEWED  223 NPR   1/30
                           NOAT            4:58                              PLANS FOR BLACK POLITICAL CONVENTION     091 NPR   1/31
                           NOAT            5:18                              DESTRUCTION OF BLACK CIVILIZATION        201 NPR   2/06
                           NOAT            4:52                              IMPORTANCE OF BLACK HISTORY              302 NPR   2/11
                           NOAT            5:20                              WALKER ABOUT BLACK THEATER               792 NPR   2/13
                           NOAT            4:55                              AFRICAN FOLK TALES                       311 NPR   2/13
                           NOAT            4:10                              NEGRO LEAGUES ASSESSED BY HALL OF FAMER  323 BNKS  2/14
                           NOAT            4:41                              PROBLEMS ENCOUNTERED BY BLACK ATHELETE   322 HOI   2/14
                           NOAT            4:47                              BLACK MAYOR ON BLACK POLITICS            091 WABE  2/14
                           NOAT            5:02                              HARLEM  PHOTOGRAPHER FOR 70 YEARS        773 NPR   2/15
                           NOAT            5:11                              POOR SKEPTIC ABOUT ENERGY CRISIS         107 NPR   3/11
                           NOAT            5:00                              COMMUNICATIONS FOR FREEDOM WEEK          295 NPR   3/13
                           NOAT            3:55                              BLACK POLITICAL CONVENTION IN ARKANSAS   091 NPR   3/18
                           NOAT            4:52                              BLACK POLITICAL CONVENTION IN ARKANSAS   091 NPR   3/19
                           NOAT            4:01                              BLACK POLITICAL CONVENTION DISCUSSED     091 NPR   3/19
                           NOAT            4:52                              FRIENDSHIP WITH BOOKER T WASHINGTON...   223 NPR   3/22
                           NOAT            6:00                              EFFECTS OF HYPERTENSION ON BLACKS        642 NPR   3/27
                           NOAT            6:07                              BLACK COMPOSERS' SERIES                  803 NPR   3/27
                           NOAT            5:07                              HYPERTENSION AND BLACK AMERICANS         640 NPR   3/28
                           NOAT            4:52                              SOCIAL CONDITIONS AND HYPERTENSION       640 NPR   3/29
BLACK       N O AT    26                2.08418
BLACK       N O       26                2.08418
BLACK       N         29                4.16613
BLACK                 33                4.84362
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12/02/74                          NPR FY75 1ST QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY          PAGE    1   Q4

MINORITY     NPR---PROGRAM---TYPE      LENGTH  SERIES (OR SUBSERIES) TITLE - PROGRAM (OR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
             S PROJ    TOT  CODE                                                                                     SUB       MO/DY

                            ASAPAN       4:38 MUSIC NOTES 7434       MUSIC EXAMPLES OF MINORITY LIBERATION           223 NPR   8/20
BLACK        I G AP     1             0.07723
                            NGAT        11:36                        SELMA ALABAMA AFTER CIVIL RIGHTS ACT            223 NPR   7/01
                            NGAT         8:52                        SELMA, PT II: MAYOR AND POLICE CHIEF            223 NPR   7/02
                            NGAT         9:27                        SELMA, PT III: CITY BUSINESSMEN                 223 NPR   7/02
                            NGAT         7:35                        CIVIL RIGHTS, JOHNSON AND ALEXANDER             025 NPR   7/03
                            NGAT         3:56                        CHANGES IN RACIAL RELATIONS IN RICHMOND         223 WTHL  7/03
                            NGAT         4:10                        CHANGES CAUSED BY CIVIL RIGHTS ACT              223 NPR   7/03
                            NGAT         5:21                        SERVICES FOR MRS MARTIN LUTHER KING, SR         223 WABE  7/03
                            NGAT         7:39                        RE-ENACTMENT OF DOUGLAS JULY 4TH ORATION        223 NPR   7/04
                            NGAT         6:47                        AUTHOR ON RACISM                                223 NPR   7/05
                            NGAT         5:16                        FIRST MEMORIAL TO BLACK WOMAN IN DC             221 NPR   7/10
                            NGAT         4:30                        PRISON LIFE, PT I: PIRI THOMAS                  231 MLLG  7/15
                            NGAT         4:11                        PRISON LIFE, PT II: PIRI THOMAS                 231 MLLJ  7/15
                            NGAT         6:36                        LIFE AND WORK OF BLACK AMERICAN WRITER          675 KHKE  7/24
                            NGAT         6:10                        NAACP/BUSING: DETROIT SCHOOL DECISION           192 NPR   7/31
                            NGAT         3:32                        EMERGENCE OF NEW BLACK MIDDLE CLASS             223 NPR   7/31
                            NGAT         3:58                        BLACK LEADERS REACT TO WALLACE                  091 NPR   8/01
                            NGAT         3:43                        PROBLEMS OF BLACK MAYORS                        091 NPR   8/02
                            NGAT         4:45                        BLACK POLITICAL STRENGTH                        091 KHKE  8/05
                            NGAT         3:00                        BLACK MAYORS EXPRESS POLITICAL FEARS            091 NPR   8/05
                            NGAT         9:54                        FORD, BLACKS: PRES CIVIL RIGHTS RECORD          223 NPR   8/12
                            NGAT         8:08                        BLACK INVOLVEMENT IN BALLET                     703 NPR   8/12
                            NGAT         5:28                        CENSUS PT I: STATUS OF BLACKS                   223 NPR   8/15
                            NGAT         5:02                        CENSUS PT II: NIXON AND STATUS OF BLACKS        223 NPR   8/16
                            NGAT         4:40                        BLACK CAUCUS: MET WITH FORD                     024 NPR   8/21
                            NGAT         5:08                        SOCIOLOGICAL CONVENTION IN MONTREAL             223 NPR   9/05
                            NGAT         4:50                        BLACK PSYCH: CONVENTION                         262 NPR   9/11
                            NGAT         6:29                        BLACK PSYCH: DIFFERENT CONCEPTS                 262 NPR   9/12
                            NGAT         5:00                        PSYCH: BLACK "RHYTHM"                           262 NPR   9/12
                            NGAT         4:43                        BLACK CHILDREN: IN SOUTH                        223 NPR   9/16
                            NGAT         5:45                        AFRICA II: RECENT TRIP TO AFRICA                093 NPR   9/23
                            NGAT         6:02                        BLACK CAUCUS: ON BLACK PRIORITIES               091 NPR   9/27
BLACK        I G AT    31             3.10133
                            NGOP        37:00 RYERSON LECTURE 1974   HISTORIAN AND PUBLIC POLICY                     300 1832  7/03
                            NGOP        20:00                        FORMER GOV FAUBUS ON BLACK RIGHTS               223 ZLNR  7/03
                            NGOP        59:00 OPTIONS 7427 04        PERCEPTIONS IN SELMA, A DECADE LATER            223 NPR   7/05
                            NGOP        28:00                        AUDEN'S VIEW ON EDUCATION                       215 WFCR  7/06
                            NGOP        59:00 OPTIONS 7430 05        DICK GREGORY                                    220 NPR   7/27
                            NGOP        29:00                        OUR PORTION OF HELL                             223 NPR   8/17
                            NGOP        59:00 OPTIONS 7435 03        AFRICAN DROUGHT                                 450 NPR   8/28
                            NGOP        59:00 OPTIONS 7437 02        PUSHOUTS                                        354 NPR   9/09
                            NGOP        28:00                        REPRESENTATIVE SHIRLEY CHISHOLM                 191 KCUR  9/14
                            NGOP        22:00                        DIRECTIONS FOR BLACKS                           223 KUT   9/14
BLACK        I G OP    10             6.66666
BLACK        I G       42             9.84527
                            ASMA 1      11:30                        AFRICAN ART AND MOTION                          705 SLLS  7/17
BLACK        I S MA     1             0.19166
                            ASVW        10:39                        JAZZ MUSICIAN PLAYS BLUES ON BAG-PIPES          618 WUMY  7/07
                            ASVW         6:28                        DIRECTOR OF FILM "CLAUDINE"                     786 NPR   7/21
                            ASVW         5:58                        AMERICAN SOUL AND AFRICAN MUSIC                 820 BRNO  7/21
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12/02/74                         NPR FY75 1ST QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                       PAGE    2   QM

MINORITY      NPR---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE.  PROGRAM (OR PROGRAM ELEMENT) TITLE    MAJ SRCE DATE
              $ PROJ      TOT  CODE                                                                                 SUB      MO/DY
                               ASVA        5:00                                 ACTIVITIES HONORING BLACK EDUCATOR  223 NPR   8/04
BLACK         I S  VW      4            0.46605
BLACK         I S          5            0.65971
BLACK         I           47           10.50498
                               AFFU        2:45                                 RUNNIN THE BOOGIE                   835       8/13
                               AFFU        2:41                                 WILD ABOUT YOU BABY                 836       8/18
                               AFFU        2:20                                 UPPER                               833       8/18
                               AFFU        2:45                                 HIGH HEEL SNEAKERS                  835       8/13
                               AFFU        3:40                                 JIMMY REED MEDLEY                   835       8/13
                               AFFU        2:55                                 HURT ME TOO                         838       8/18
                               AFFU        6:40                                 LOVE EACH OTHER                     836       8/18
                               AFFU        4:03                                 SERVE YOU RIGHT TO SUFFER           836       8/18
                               AFFU        3:22                                 I NEED A HUNDRED DOLLARS            836       8/18
                               AFFU        0:32                                 FOR THE HIPPIES                     838       8/18
                               AFFU        2:45                                 BLACK HOLE                          830       8/18
BLACK         P F  PU     11            0.57498
BLACK         P F         11            0.57498
                               AJSPTR     .79:00 THIS IS RAGTIME 0013           RACISM AND RAGTIME                  831 WOUB  9/21
BLACK         P J  SP      1            0.48333
BLACK         P J          1            0.48333
BLACK         P           12            1.05831
BLACK                     59           11.56329
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02/28/75                              NPR FY75 2ND QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                          PAGE    1   04

MINORITY      NPR---PROGRAM---TYPE        LENGTH  SERIES (OR SUBSERIES) TITLE  PROGRAM (OR PROGRAM ELEMENT) TITLE       MAJ SRCE DATE
              $ PROJ    TOT  CODE                                                                                        SUB      MO/DY

                             NGAT           6:02                               BLACK YOUTH: BLACK COLLEGE STUDENTS       365 NPR   9/30
                             NGAT           4:56                               VOLL: BLACKS, SPORTS, AND MONEY           322 BNKS 10/06
                             NGAT           4:01                               BUSING III: BLACK BOSTON MOTHER           223 FPOO 10/23
                             NGAT           5:00                               PSEUDOFULLICULITIS: BLACK SKIN DISORDER   675 NPR  11/06
                             NGAT           5:21                               NEW SOUTH III: BLACK LAND OWNERSHIP       091 NPR  11/13
                             NGAT           5:05                               MINORITY BUSINESS: REDEFINING STANDARDS   131 NPR  11/20
                             NGAT           5:24                               MINORITY BUSINESS: BLACK ECONOMY MAG      295 NPR  11/21
                             NGAT           4:05                               SANTA: REPORT ON BLACK SANTA              312 KSJN 11/22
                             NGAT           5:00                               BLACK GOLFERS WIFE                        325 NPR  11/29
                             NGAT           4:13                               BLACK HISTORY: TAUGHT AT OLE MISS         365 WNJC 12/01
                             NGAT           4:55                               EXPERIENCES COVERING BLACK CAUCUS         092 ZLVR 12/15
                             NGAT           7:02                               LOUISVILLE III: BLACK LEADERSHIP          096 NPR  12/18
                             NGAT           4:33                               KWANZAA: IDEAS BEHIND HOLIDAY             312 NPR  12/25
BLACK         I G AT    13               1.09346
                             NGOP          59:00 OPTIONS 7441 02               BLACK COLLEGES, DESEGRAGATION CR...       365 IEL  10/07
                             NGOP          29:00                               CONDUCTOR HENRY LEWIS                     810 WGUC 10/11
                             NGOP          25:00                               FILMMAKER WENDELL JAMES FRANKLIN          785 WGUC 10/11
                             NGOP          28:30                               BLACK POET                                223 KERA 10/12
                             NGOP          59:00 OPTIONS 7444 04               POLITICS OF BEING BLACK                   091 NPR  11/01
                             NGOP          29:30                               RACE AS HIDDEN ISSUE IN CODE WORDS        223 WOLN 11/10
                             NGOP          59:00 OPTIONS 7446 02               BLACK STAGE                               741 WIAN 11/11
                             NGOP          28:00                               BLACK MASS COMMUNICATION                  876 WOI  11/20
                             NGOP          28:00                               PARREN MITCHELL ON POLITICS & BLACK       091 NPR  11/23
                             NGOP          40:00                               BASEBALL CAREER OF SATCHELL PAIGE         323 BNKS 11/30
                             NGOP          29:00                               NEW THINKING IN THE SOUTH                 223 NPR  12/04
                             NGOP          29:00                               BLACK EXPERIENCE IN AMER IN FOLKLORE      311 KUT  12/04
                             NGOP          32:00                               BLACK BUSINESS                            131 NPR  12/16
                             NGOP          59:00 OPTIONS 7452 02               KWANZAA                                   312 NPR  12/23
BLACK         I G OP    14               9.88332
BLACK         I G       27               9.97418
                             ASMA           8:45                               FINDING ART IN A LOST NEIGHBORHOOD        221 ALLF 10/03
                             ASMA           5:51                               I AM THAT I AM                            820 WUNY 10/23
                             ASMA           4:45                               FROM GHETTO TO BIG TOP                    780 OWNT 10/31
                             ASMA           8:05                               EVOLUTION OF THE BLUES (MUSIC SHOW)       784 OWNT 11/23
BLACK         I S MA     4               0.45722
                             ASVM          12:43                               BLACK POET                                881 NPR  10/06
                             ASVM           4:30                               ALL BLACK CIRCUS ACT                      780 OWNT 10/06
                             ASVM           5:12                               VIBRAHARPIST AND BAND CO-FOUNDER          830 ANTP 12/15
BLACK         I S VM     3               0.37360
BLACK         I S        7               0.83082
BLACK         I         34              10.80500
BLACK                   34              10.80500
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05/13/74                        NPR FY74 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                            PAGE .   1   CM

MINORITY       NPR---PROGRAM---TYPE          LENGTH  SERIES (OR SUBSERIES) TITLE  PROGRAM (OR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
               D V PROJ  TOT  CODE                                                                                     SUB      MO/DY

  *                           AMFU            17:19                               CACEGA AYOWIRI                           020      12/30
AMER. INDIAN A M FU        1                0.28861
AMER. INDIAN A M           1                0.29961
AMER. INDIAN A             1                0.28861
                              NOAT             4:40                               WOUNDED KNEE: TRIAL OF MEANS & BANKS     223 KSJN  1/07
                              NOAT             4:45                               KUNSTLER ON WOUNDED KNEE DEFENSE         223 KSJN  1/08
                              NOAT             9:02                               TRIAL OF WOUNDED KNEE ACTIVISTS          191 KSJN  1/10
                              NOAT             4:19                               MOTION TO DISMISS CHARGES OF WOUNDED KNE 193 ZLNR  1/11
                              NOAT             4:45                               WOUNDED KNEE LAWYERS CHARGE FBI          193 KSJN  1/14
                              NOAT             3:51                               CHURCH OFFICIAL AT WOUNDED KNEE          223 KSJN  1/16
                              NOAT             4:15                               TRIAL OF INDIANS AT WOUNDED KNEE         193 FLMS  1/17
                              NOAT             4:10                               CHEYENNE INDIANS DISAGREE ON GRAZING     223 NPR   1/17
                              NOAT             5:30                               INDIAN LAW FOR AMERICAN INDIANS          191 NPR   1/21
                              NOAT             4:06                               INDIAN ELECTION BETWEEN WILSON AND MEANS 094 KSJN  1/28
                              NOAT             2:25                               JURY SELECTION FOR WOUNDED KNEE TRIAL    193 KSJN  1/31
                              NOAT             4:30                               OGALALLAY SIOUX HOLE ELECTIONS           091 KSJN  2/06
                              NOAT             3:56                               ELECTION AT WOUNDED KNEE                 091 KSJN  2/07
                              NOAT             4:15                               WOUNDED KNEE ELECTION RESULTS            091 KSJN  2/08
                              NOAT             4:00                               PREVENTING TROUBLE AT WOUNDED KNEE TRIAL 193 KSJN  2/11
                              NOAT             3:54                               GREGORY ON TRIAL OF INDIAN LEADERS       235 KCCM  2/11
                              NOAT             4:48                               OPENING DAY OF WOUNDED KNEE TRIAL        193 KSJN  2/12
                              NOAT             3:31                               SECOND DAY OF WOUNDED KNEE TRIAL         193 KSJN  2/13
                              NOAT             3:51                               AMERICAN ATTITUDES TOWARD INDIANS        223 KSJN  2/15
                              NOAT             3:42                               REPORT ON WOUNDED KNEE TRIAL             193 KSJN  2/26
                              NOAT             5:15                               ACCOMPLISHMENTS SINCE WOUNDED KNEE       223 NPR   2/27
                              NOAT             3:55                               WOUNDED KNEE TRIAL OF INDIAN LEADERS     193 KSJN  3/07
                              NOAT             3:31                               SIOUX INDIANS LOBBYING FOR MORE GOVT AID [illegible] NPR   3/07
                              NOAT             4:26                               PLIGHT OF EASTERN NATIVE AMERICANS       [illegible] NPR   3/11
                              NOAT             4:55                               WOUNDED KNEE TRIAL REPORT                193 KSJN  3/15
                              NOAT            12:02                               JUDGE AT WOUNDED KNEE TRIAL              223 KSJN  3/18
                              NOAT             7:53                               ILLEGAL WIRETAPPING AT WOUNDED KNEE      193 KSJN  3/22
                              NOAT             5:16                               MEDIATOR AT WOUNDED KNEE                 223 KSJN  3/26
                              NOAT             4:36                               WOUNDED KNEE TRIAL, FBI, JUSTICE DEPT    193 KSJN  3/29
AMER. INDIAN N O AT       29                2.26755
                              NOO             23:00                               JURY SELECTION AT WOUNDED KNEE           193 KSJN  3/29
AMER. INDIAN N O O         1                0.38333
AMER. INDIAN N O          30                2.65088
                              NSKS            14:00  WOUNDED KNEE SPECIAL         WOUNDED KNEE SPECIAL                     223 KSJN  2/27
AMER. INDIAN N S KS        1                0.23333
AMER. INDIAN N S           1                0.23333
AMER. INDIAN N            31                2.88421
AMER. INDIAN              32                3.17282
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08/07/74                                          NPR FY74 4TH QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY
MINORITY         NPR---PROGRAM--TYPE                                                                                        PAGE     2   CM
                 O V PROJ  TOT  CODE        LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE     MAJ SRCE DATE
                                                                                                                         SUB      PC/CY
AMER. INDIAN A C MA               ACMA           8:16
AMER. INDIAN A C            1               0.13777                         MENOMONIE INDIAN POET GERTI SENNET      881 KMKE  4/22
AMER. INDIAN A              1               0.13777
                            1               0.13777
                                  ES            14:38 WHO ARE THE AMERICANS 0201  AMERICAN INDIANS
AMER. INDIAN E S            1               0.24399                                                                 220 UNVE  5/26
AMER. INDIAN E S            1               0.24399
AMER. INDIAN E              1               0.24399
                                  NOAT           3:58                          BANKS PRESS CONCERT
                                  NOAT           4:20                          WOUNDED KNEE DEVELOPMENTS                   223 KSJN  4/04
                                  NOAT           4:00                          WOUNDED KNEE TRIAL DEVELOPMENTS             193 KSJN  4/05
                                  NOAT           4:22                          DEFENCE LAWYER FOR AIM OF WOUNDED KNEE      091 KSJN  4/08
                                  NOAT           3:46                          AIM'S ROLE IN HEARST KIDNAPPING             191 KSJN  4/09
                                  NOAT           5:18                          WOUNDED KNEE TRIAL IN ST PAUL               091 KSJN  4/11
                                  NOAT           4:01                          WOUNDED KNEE TRIAL NOT DISMISSED            193 KSJN  4/12
                                  NOAT           4:47                          AMER INDIANS MEET WITH GOVT OFFICIALS       191 KSJN  4/17
                                  NOAT           3:39                          POLITICS OF BEING AN INDIAN                 091 NPR   4/25
                                  NOAT           3:53                          HOPPE INDIAN ARTIST                         223 NPR   4/26
                                  NOAT           2:36                          WOUNDED KNEE TRIAL                          703 RATS  4/30
                                  NOAT           5:15                          SUMMARY OF ACTIVITIES IN WOUNDED KNEE       193 KSJN  5/01
                                  NOAT           5:56                          WOUNDED KNEE TRIAL DEVELOPMENTS             223 KSJN  5/10
                                  NOAT           5:02                          LATEST DEVELOPMENTS IN WOUNDED KNEE         193 KSJN  5/15
                                  NOAT           5:14                          WOUNDED KNEE TRIAL                          193 KSJN  5/17
                                  NOAT           3:44                          AMERICAN INDIAN MOVEMENT IN WISCONSIN       193 KSJN  5/24
                                  NOAT           3:24                          INDIANS IN AMERICAN MUSICALS                223 LLOB  5/27
                                  NOAT           4:36                          INDIAN WOMAN LIVES IN TWO WORLDS            784 NPR   6/13
                                  NOAT          10:31                          WAR ON POVERTY, PT VI FINAL REPORT          223 KSJN  6/26
AMER. INDIAN N O AT        19               1.47240                                                                 026 NPR   6/28
                                  NOO           50:00                          AMER INDIAN RELIGION & HUMANIZING OF MAN 310 1665  5/20
AMER. INDIAN N O O          1               0.83333
AMER. INDIAN N O           20               2.20613
                                  NSKS          14:00 REPORTS ON WOUNDED KNEE  REPORTS ON WOUNDED KNEE TRIAL
                                  NSKS          12:15 REPORTS ON WOUNDED KNEE  REPORTS ON WOUNDED KNEE TRIAL               193 KSJN  5/14
                                  NSKS          11:30 REPORTS ON WOUNDED KNEE  REPORTS ON WOUNDED KNEE TRIAL               193 KSJN  5/15
                                  NSKS          12:45 REPORTS ON WOUNDED KNEE  REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/16
                                  NSKS          12:03 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/22
                                  NSKS          14:00 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/23
                                  NSKS          19:30 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/28
                                  NSKS           5:36 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/29
                                  NSKS           7:15 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  5/30
                                  NSKS          11:17 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/03
                                  NSKS          11:07 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/04
                                  NSKS           6:01 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/05
                                  NSKS          12:38 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                001 KSJN  6/07
                                  NSKS           7:56 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/17
                                  NSKS           5:09 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/18
                                  NSKS           8:35 REPORT ON WOUNDED KNEE   REPORT ON WOUNDED KNEE TRIAL                193 KSJN  6/19
AMER. INDIAN N S KS        16               2.86026                                                                 193 KSJN  6/20
AMER. INDIAN N S           16               2.86026
AMER. INDIAN N             36               5.16639
AMER. INDIAN               38               5.94809
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12/02/74                     NPR FY75 1ST QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                 PAGE    4   OF

MINORITY         NPR---PROGRAM---TYPE      LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE        MAJ SRCE DATE
                 $ PROJ    TOT  CODE                                                                                       SUB       MO/DY

                                NGAT          8:15                               SACRED SUNDANCE FESTIVAL ON RESERVATION  221 KSJN  8/02
                                NGAT          4:47                               WOUNDED KNEE: TRIAL GOES TO JURY         193 KSJN  9/12
                                NGAT          6:37                               WOUNDED KNEE: VERDICT IN TRIAL           193 KSJN  9/17
NATIVE AMER. I G AT        3               0.32751
                                NGOP         40:00                               [illegible]                              782 WHA   8/18
                                NGOP         19:00                               BILINGUAL EDUCATION                      353 WMEM  8/18
                                NGOP         59:00 OPTIONS 7434 05               POLITICAL TRIALS                         091 KCCM  8/24
                                NGOP         13:48 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/11
NATIVE AMER. I G OP        4               2.19667
                                NGZZ          9:00 REPORT ON INDIAN TRIALS       REPORT ON INDIAN TRIALS                  193 KSJN  7/01
                                NGZZ          8:43 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/08
                                NGZZ          8:42 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/10
                                NGZZ          9:22 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/10
                                NGZZ         11:58 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/11
                                NGZZ          7:00 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/16
                                NGZZ         10:50 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/17
                                NGZZ         14:59 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/18
                                NGZZ         13:28 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/19
                                NGZZ          4:55 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/23
                                NGZZ          9:47 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  7/24
                                NGZZ         11:23 REPORT ON INDIAN TRIALS       REPORT ON INDIAN TRIALS                  193 KSJN  7/31
                                NGZZ         12:02 REPORT ON INDIAN TRIALS       REPORT ON INDIAN TRIALS                  193 KSJN  8/01
                                NGZZ          7:10 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/05
                                NGZZ          8:50 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/07
                                NGZZ         13:51 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/09
                                NGZZ          3:34 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/12
                                NGZZ         14:45 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/13
                                NGZZ         13:57 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/15
                                NGZZ         14:13 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/16
                                NGZZ         14:40 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/21
                                NGZZ         12:12 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/22
                                NGZZ         14:38 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/23
                                NGZZ         13:57 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/26
                                NGZZ         10:05 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/27
                                NGZZ         13:43 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/28
                                NGZZ          7:46 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/29
                                NGZZ         14:35 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  8/30
                                NGZZ          8:02 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/03
                                NGZZ         12:13 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/04
                                NGZZ         11:39 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/09
                                NGZZ         13:52 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/10
                                NGZZ         14:08 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/12
                                NGZZ         14:15 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/13
                                NGZZ         14:13 REPORT ON WOUNDED KNEE        REPORT ON WOUNDED KNEE TRIAL             193 KSJN  9/16
NATIVE AMER. I G ZZ       35               6.56026
NATIVE AMER. I G          42               9.08444
                                ASVW          3:24                               HOPI INDIAN POET                         881 RVND  8/18
NATIVE AMER. I S VW        1               0.05667
NATIVE AMER. I S           1               0.05667
NATIVE AMER. I            43               9.14111
NATIVE AMER.              43               9.14111
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07/28/78                              NPR FY78 2ND QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                    PAGE     2   04

MINORITY        NPR---PROGRAM---TYPE         LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE     MAJ SRCE DATE
                % PROG    TOT   CODE                                                                                        SUB      MO/DY.

                                NGAT              5:25                            INDIAN NOVELIST ON INDIAN LIFE TODAY     223 OWMS 12/26
NATIVE AMER. I G AT       1                  0.09027
                                NGOP             59:00 OPTIONS 7460 02            HEALTH                                   632 NPR  11/25
NATIVE AMER. I G OP       1                  0.98333
NATIVE AMER. I G          2                  1.07360
                                ASMA              9:48                            AMERICAN INDIAN BEADWORK                 746 RSNR 11/07
NATIVE AMER. I S MA       1                  0.16333
                                ASV4              3:15                            APACHE INDIAN SONGWRITER                 820 ORNO 12/15
                                ASV4              5:31                            LITTLE BIRD & CHRISTMAS OF THE BLUE STAR 312 WAVO 12/22
                                ASV4              3:36                            HURON CAROL                              312 WAVO 12/22
NATIVE AMER. I S VW       3                  0.19778
NATIVE AMER. I S          4                  0.36111
NATIVE AMER. I            6                  1.43471
NATIVE AMER.              6                  1.43471
                         40                 12.23971

     40 RECORDS
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05/13/74                            NPR FY74 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                       PAGE -   6   CM

MINORITY     NPR---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
             D V PROJ  TOT  CODE                                                                                       SUB      MO/DY

                             NDAT           5:55                               EPIPHANY: HISPANIC PEOPLES CHRISTMAS    280 NPR   1/06
PUERTO RICAN N O AT        1              0.09861
PUERTO RICAN N O           1              0.09861
PUERTO RICAN N             1              0.09861
PUERTO RICAN               1              0.09861
                          75              0.00940

   75 RECORDS
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08/07/74                            NPR FY74 4TH QTR: PROGRAM CONTENT RELATED TC RACIAL MINCRITY                       PAGE     8   CM

MINORITY     NPR---PROGRAM---TYPE       LENGTH  SERIES (CR SUBSERIES) TITLE   PROGRAM (CR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
             D V PROJ  TOT  CODE                                                                                       SUB      MO/DY

                             ES           14:00 WHO ARE THE AMERICANS U016  PUERTO RICANS PT I                     220 WAVE  5/20
                             ES           13:37 WHO ARE THE AMERICANS U017  PUERTO RICANS PT II                    220 WAVE  5/20
PUERTO RICAN E S           2              0.44028
PUERTO RICAN E S           2              0.44028
PUERTO RICAN E             2              0.44028
PUERTO RICAN               2              0.44028
                         103             19.71463
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08/07/74                            NPR FY74 4TH QTR: PROGRAM CONTENT RELATED TC RACIAL MINCRITY                       PAGE     5   CM

MINORITY     NPR---PROGRAM---TYPE       LENGTH  SERIES (CR SUBSERIES) TITLE   PROGRAM (CR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
             D V PROJ  TOT  CODE                                                                                       SUB      MO/DY

                             NDO           25:00                              ALICIA ESCALANTE,E LA WELFARE RIGHTS ORG 240 WILL  5/24
MEXICAN      N O O         1              0.41667
MEXICAN      N O           1              0.41667
MEXICAN      N             1              0.41667
MEXICAN                    1              0.41667



                             NDAT           4:00 CUTAWAY                       PROBLEMS OF SPANISH SPEAKING AMERICANS  060 KSJN  6/10
COMBINATION  N O AT        1              0.06667
COMBINATION  N O           1              0.06667
COMBINATION  N             1              0.06667
COMBINATION                1              0.06667
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                              NPR FY74 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                  PAGE    4   OF
09/13/74
MINORITY     %PR---PROGRAM---TYPE        LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE     MAJ SRCE DATE
             O V PROJ  TOT  CODE                                                                                        SUB      MO/DY
                                                                               UNCLE JOSH IN A CHINESE LAUNDRY         780       2/17
                            ASSTGV          2:53                               IN BLINKY, WINKY, CHINKY, CHINATOWN     840       2/17
                            ASSTGV          3:03
ORIENTAL     A S  ST    2                0.09888
ORIENTAL     A S        2                0.09888
ORIENTAL     A          2                0.09888                               CHINESE NEW YEAR FESTIVITIES            312 ONLW  1/28
                            NDAT            7:25
ORIENTAL     N O  AT    1                0.04027
ORIENTAL     N O        1                0.04027
ORIENTAL     N          1                0.04027
ORIENTAL                3                0.13919
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                              NPR FY74 4TH QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                  PAGE    6   OF
08/07/74
MINORITY     %PR---PROGRAM---TYPE        LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE     MAJ SRCE DATE
             O V PROJ  TOT  CODE                                                                                        SUB      MO/DY

                            TS             14:07 WHO ARE THE AMERICANS 0013  CHINESE PT I                           220 WAVE  5/26
                            ES             14:30 WHO ARE THE AMERICANS 0011  CHINESE PT II                          220 WAVE  5/26
ORIENTAL     E S        2                0.47693
ORIENTAL     E S        2                0.47693
ORIENTAL     E          2                0.47693
ORIENTAL                2                0.47693
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05/13/76                     NPR FY76 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                      PAGE   5   OF

MINORITY      NPR---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE        MAJ SRCE DATE
              D V PROJ  TOT  CODE                                                                                          SUB      MO/DY

                             ACRA          5:40                                PRESENT TENSE-MAG OF WORLD JEWISH AFFAIR 095 NPR   1/07
OTHER         A C NN     1               0.09444
OTHER         A C        1               0.09444
                             HISTOY        2:47                                PEDRO, THE HAND ORGAN MAN                 788        2/17
OTHER         A S ST     1               0.04639
OTHER         A S        1               0.04639
OTHER         A          2               0.14083
                             NOAT          4:51                                AMERICAN JEWS IN IDENTITY CRISIS          095 KSJN  1/14
                             NOAT          4:06                                BIRTHDAY REP ON LEAGUE OF UNITED LAT AM.. 028 WETA  3/22
OTHER         N O AT     2               0.14918
OTHER         N O        2               0.14918
                             MSRS         58:55 KING BIRTHDAY SERVICE          HIGHLIGHTS OF KING ANNIVERSARY SERVICE    013 WAMU  1/19
OTHER         N S RS     1               0.98194
OTHER         N S        1               0.98194
OTHER         N          3               1.13113
OTHER                    5               1.27196
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05/13/76                     NPR FY76 3RD QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                      PAGE   5   OF

MINORITY      NPR---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE        MAJ SRCE DATE
              D V PROJ  TOT  CODE                                                                                          SUB      MO/DY

                             MOD          23:00                                OBSERVATIONS ON MINORITIES BY NOVAK       223 KSJN  2/20
COMBINATION   N O C      1               0.38333
COMBINATION   N O        1               0.38333
COMBINATION   N          1               0.38333
COMBINATION              1               0.38333
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                                     NPR FY76 4TH QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY              PAGE    7   CP
07/07/76
MINORITY     NPR---PROGRAM---TYPE     LENGTH  SERIES (OR SUBSIDIARY) TITLE - PROGRAM (OR PROGRAM ELEMENT) TITLE    PAJ SRCE DATE
             N V PROJ  TOT  CODE                                                                                 SUB      RC/CV

                            ACSTPS       24:51 RADIO SMITHSONIAN 0100      NEW IMMIGRANTS                        223 SPTI  5/05
OTHER        A C ST     1             0.44096
OTHER        A C        1             0.44096
OTHER        A          1             0.44096                                                                    220 WAVE  5/26
                            ES           14:40 WHO ARE THE AMERICANS 0002  IRISH PT I                            220 WAVE  5/26
                            ES           14:45 WHO ARE THE AMERICANS 0003  IRISH PT II                           220 WAVE  5/26
                            ES           14:53 WHO ARE THE AMERICANS 0004  ITALIANS PT I                         220 WAVE  5/26
                            ES           14:30 WHO ARE THE AMERICANS 0005  ITALIANS PT II                        220 WAVE  5/26
                            ES           13:45 WHO ARE THE AMERICANS 0006  GERMANS PT I                          220 WAVE  5/26
                            ES           13:39 WHO ARE THE AMERICANS 0007  GERMANS PT II                         220 WAVE  5/26
                            ES           13:55 WHO ARE THE AMERICANS 0008  JEWS PT I                             220 WAVE  5/26
                            ES           14:13 WHO ARE THE AMERICANS 0009  JEWS PT II                            220 WAVE  5/26
                            ES           13:35 WHO ARE THE AMERICANS 0012  POLES PT I                            220 WAVE  5/26
                            ES           14:47 WHO ARE THE AMERICANS 0013  POLES PT II                           220 WAVE  5/26
                            ES           17:45 WHO ARE THE AMERICANS 0016  SWISS PT I                            220 WAVE  5/26
                            ES           14:00 WHO ARE THE AMERICANS 0015  SWEDES PT II                          220 WAVE  5/26
                            ES           13:55 WHO ARE THE AMERICANS 0021  ANGLO-SAXONS
OTHER        E S       13             3.09721
OTHER        E S       13             3.09721
OTHER        E         13             3.09721
                            NDAT          6:03                             SYRIAN JEWS DEMONSTRATE IN NEW YORK   275 ZLNW  6/17
                            NDAT          3:13                             REACTION OF US JEWS TO MAALOT MASSACRE 032 NPR  5/16
                            NDAT          6:30                             ITALIANS, PT I: ETHNIC MINORITY       212 NPR   6/26
                            NDAT          7:11                             ITALIANS, PT II: FAMILY CHANGING      210 NPR   6/23
                            NDAT          7:29                             ITALIANS, PT III: BELMONT IN THE BRONX 221 NPR  6/26
                            NDAT          6:27                             ITALIANS, PT IV: SECTION OF BRONX     221 NPR   6/27
                            NDAT          7:04                             NIXON'S CAMPAIGN FOR SPANISH AMERICANS 091 BAES 6/27
                            NDAT          0:45                             ITALIANS, PT V: IMAGE OF IT AMERICANS 224 NPR   6/28
OTHER        N D AT     8             0.04361
OTHER        N D        8             0.04361
OTHER        N          8             0.04361
OTHER                  22             4.30144
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12/02/74                          NPR FY75 1ST QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                     PAGE    5   Q4

MINORITY      NPF---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE.  PROGRAM (OR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
              S PROJ    TOT  CODE                                                                                     SUB      MO/DY

                             NGAT          6:00                                ITALIAN FESTIVAL IN BROOKLYN, NEW YORK  312 NPR   7/15
                             NGAT          7:29                                YC SMALL ARAB COMMUNITY                 221 NPR   8/01
OTHER         I G AT      2             0.22473
                             NGOP         29:00                                OLD FOLKS                               240 NPR   7/31
                             NGOP         29:00                                SPECIAL PROBLEM TO ELDERLY              240 NPR   7/31
                             NGOP         59:00 OPTIONS 7436 01                MENTALLY RETARDED, A FORGOTTEN MINORITY 379 KANU  9/01
OTHER         I G CP      3             1.04999
OTHER         I G         5             2.17472
OTHER         I           5             2.17472
                             AFFV       9:59:00 SMITHSONIAN FOLK FESTIVAL   SMITHSONIAN ANNUAL FEST OF AMER FOLKLIFE 312 NPR   7/13
                             AFFV       9:59:03 SMITHSONIAN FOLK FESTIVAL   SMITHSONIAN ANNUAL FEST OF AMER FOLKLIFE 312 NPR   7/14
OTHER         P F EV      2            19.96749
OTHER         P F         2            19.96749
OTHER         P           2            19.96749
OTHER                     7            22.14221
                        110            43.82994

   110 RECORDS
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12/02/74                         NPR FY75 1ST QTR: PROGRAM CONTENT RELATED TO RACIAL MINORITY                      PAGE    3   Q4

MINORITY      NPF---PROGRAM---TYPE       LENGTH  SERIES (OR SUBSERIES) TITLE.  PROGRAM (OR PROGRAM ELEMENT) TITLE      MAJ SRCE DATE
              S PROJ    TOT  CODE                                                                                     SUB      MO/DY

                             AGOP         59:00 OPTIONS 7431 05              FOLK FESTIVAL, SMITHSONIAN FOLKLIFE 1974 312 NPR   8/03
COMBINATION   I G OP      1             0.98333
COMBINATION   I G         1             0.98333
COMBINATION   I           1             0.98333
COMBINATION               1             0.98333
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215		DISCRIMINATION		NCO	SCAPEGOAT RELIGION & SACRIFICE OF WOMAN	59:03 UN	74-04-19-04-00	
215		DISCRIMINATION	OCCUPATIONS	NOAT	WOMEN FILE SUIT AGAINST DEPARTMENT STORE	1:50 UN	74-03-08-05-07	
215		EDUCATION	DISCRIMINATION	NOAT	WOMENAS EXPERIENCE IN GRADUATE SCHOOL	4:36 UN	74-05-14-04-07	
215		ELECTIONS		NOAT	WOMEN ENTERING POLITICAL LIFE	5:10 UN	74-03-08-05-05	
215		ELECTIONS		NOAT	WOMEN'S CAMPAIGN FUND BY BI-PARTISAN	4:38 UN	74-04-05-03-14	
215	AZ	FESTIVALS		NOAT	WOMAN'S FAIR, TUCSON, ARIZONA	3:32 UN	74-04-04-03-10	
215		HUMOR AND WIT		NOAT	WOMENS LIBERATION	3:07 UN	74-05-09-03-13	
215		HUMOR AND WIT		NOAT	SATIRE ON LIBERATED WOMAN	3:59 UN	74-03-08-05-09	
215		HUMOR AND WIT		NOAT	WOMEN DINGBATS	4:34 UN	74-01-14-04-09	
215		HUMOR AND WIT	BOOK REVIEWS	NCO	WOMEN IN EROTICA	56:00 SS	73-09-14-03-01	
215		INVENTIONS	HUMOR AND WIT	NOAT	PARODY ON WOMEN AND INVENTIONS	4:55 UN	74-05-08-03-05	
215		LABOR		NOAT	WOMEN IN THE LABOR MOVEMENT	3:00 UN	73-09-03-05-13	
215		LAW	DISCRIMINATION	NCTTVW	WOMEN AT WORK	14:00 UN	73-08-25-03-00	
215	US	LAW	DISCRIMINATION	NCFILA	WOMEN'S RIGHTS AND PROPERTY LAW	5:38 UN	74-02-07-01-01	
215		LAW	OCCUPATIONS	NCSTFL	WOMEN LAW PRACTITIONERS	5:25 UA	73-09-02-02-01	
215		MUSIC		NOAT	OUTSTANDING WOMEN COMPOSERS	3:19 UN	74-05-14-04-15	
215		OCCUPATIONS		NOAT	FEMALE MEMBER OF CONGRESS	5:04 UN	74-03-08-05-08	
215		OCCUPATIONS		NOAT	ROLE OF BLACK WOMEN IN FILM INDUSTRY	5:50 UN	73-09-06-06-09	
215	DC	POLICE	OCCUPATIONS	NCO	CHANGING ROLES OF WOMEN IN POLICE WORK	15:02 UN	73-09-10-03-02	
215		WOMAN		NCO	EXPLORING THE FEMALE PSYCHE	29:00 UN	74-06-12-04-01	
2 21 215								45
216		DISCRIMINATION	HUMOR AND WIT	NOAT	HUMOR TO WOMEN'S LIBERATION MOVEMENT	5:02 UN	74-05-27-05-04	01
2 21 216								

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12/02/74                    NPR FY 75 1ST QTR: PROGRAMMING RELATED TO WOMEN                                                   PAGE    1  QW

 --NPR--PROGRAM--TYPE--       LENGTH   SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE         MAJ -SOURCES- DATE  F
 S PROJ     TOT   CODE                                                                                          SUB  1    2   MO/DY

                  NGAT          5:19                                 FIRST MEMORIAL TO BLACK WOMAN IN DC          221 NPR        7/10 R
                  NGAT          3:36                                 WOMENS STUDIES: GROWTH IN THIS FIELD         215 GDWM       8/03 I
                  NGAT          4:00                                 SCHOLARSHIPS FOR WOMEN: ATHLETICS            322 WDUQ       8/13 I
                  NGAT          5:03                                 BUCHAREST PT III: WOMEN IN WORLD             013 NPR        8/21 R
                  NGAT          6:56                                 WOMAN POLITICS: WICHITA MEETING              091 WMA        8/22 I
                  NGAT          7:06                                 BUCHAREST PT II: STATUS OF WOMEN             013 NPR        8/22 I
                  NGAT          4:05   CUTAWAY                       SINGLE WOMEN'S SUPPORT GROUP                 215 WOSU       8/26 I
                  NGAT          8:16                                 AMENDMENT: WOMEN'S SUFFRAGE AND MOVEMENT     091 NPR        8/26 P
                  NGAT          3:15                                 BUCHAREST II: ANTHROPOLOGIST ON WOMEN        013 NPR        8/26 I
                  NGAT          4:50                                 SOCIOLOGY CONVENTION: WOMEN'S STUDIES        167 NPR        8/29 I
                  NGAT          3:26   CUTAWAY                       RESTAURANT: FEMINIST RESTAURANT              542 GDMR       9/03 I
 I G AT      11               0.93833
                  NGOP         28:00.                                WOMEN'S VIEW ON EDUCATION                    215 WFCP       7/06
                  NGOP         28:00                                 WOMEN'S SURVIVAL CATALOGUE                   215 WGRM       7/06 I
                  NGOP         59:00   OPTIONS 7435 05               WOMEN'S RIGHTS AROUND THE WORLD              215 NPR        8/31
                  NGOP         29:00                                 REPRESENTATIVE SHIRLEY CHISHOLM              191 KCUR       9/14 L
                  NGOP         22:00                                 DIRECTIONS FOR BLACKS                        223 KUT        9/14 I
                  NGOP         59:00   OPTIONS 7438 03               SOCIALISM, WOMEN'S LIBERATION, FAMILY        091 WMIU       9/18 I
                  NGOP         59:00   OPTIONS 7439 01               TWO WOMEN, A PERSONAL STORY                  215 NPR        9/22 I
 I G OP       7               4.71667
 I G         18               5.65500
                  ASMA 1        6:28                                 ELLY AMELING PT I: CONSTRUCTING RECITAL      603 NPR        7/10 I
 I S MA       1              .0.10778
                  ASVW          9:50                                 BIBI ANDERSSON - VIVECA LINDFORS             786 NPR        6/30 P
                  ASVW         14:17                                 AMELING'S SPECIAL FONDNESS FOR ART SONGS     813 NPR        6/30 J
                  ASVW          1:14                                 FEMALE PATRIOTS (SONG)                       813 MPNJ       6/30 M
                  ASVW          3:09                                 RETIRING CONGRESSWOMAN, J B HANSON           052 MPKC       6/30
                  ASVW          4:45                                 ESSENCE OF MARTHA GRAHAM, MODERN DANCER      783 NPR        6/30 J
                  ASVW          9:17                                 AGNES DE MILLE, AMERICAN CHOREOGRAPHER       783 WGBH       6/30 I
                  ASVW          4:46                                 VIRGINIA BELMONT TEACHES BIRDS TO SING       803 GARB       6/30
                  ASVW          4:43                                 ANNA RAEBURN ABOUT HER SEX EDUC CLINIC       635 WBJC       7/07 I
                  ASVW          7:44                                 ACTRESS-SINGER-SONGWRITER GALE GARNETT       784 BFNO'      7/13 I
                  ASVW         11:57                                 PRINCIPAL DANCER WITH ROYAL BALLET           783 BRNO       7/14 I
                  ASVW          6:54                                 ROLE OF WOMEN IN AFRICAN ART                 701 SLLS       7/21
                  ASVW          8:06                                 INTERPRETING MUSICAL COMPOSITIONS            802 NPR        7/21 P
                  ASVW          3:24                                 HOPI INDIAN POET                             881 RYND       8/18 I
                  ASVW         10:20                                 LEGENDARY ACTRESS INTERVIEWED                781 PTTP       8/25 I
                  ASVW          5:21                                 DIALOGUE BETWEEN TWO ACTRESSES               781 NPR .      8/25 P
 I S VW      15               1.76306
 I S         16               1.87084
 I           34               7.52584
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12/02/74                    NPR FY 75 1ST QTR: PROGRAMMING RELATED TO WOMEN                                                   PAGE    2  QW

 --NPR--PROGRAM--TYPE--       LENGTH   SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE         MAJ -SOURCES- DATE  F
 S PROJ     TOT   CODE                                                                                          SUB  1    2   MO/DY

                  AJJP         29:04   JAZZ REVISITED 7429           WOMEN INSTRUMENTALISTS                       830 WUCH       7/14 J
 P J JR       1               0.48444
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02/28/75                      NPR FY 75 2ND QTR: PROGRAMMING RELATED TO WOMEN                                  PAGE  -  1   OW

  --NPR--PROGRAM--TYPE--        LENGTH   SERIES (OR SUBSERIES) TITLE   PROGRAM (OR PROGRAM ELEMENT) TITLE        MAJ -SOURCES- DATE  R
  S PROJ      TOT   CODE                                                                                        SUB  1     2    MO/DY

                    NGAT          5:41                                 AMATEUR ATHLETIC UNION: WOMEN IN SPORTS   322 NPR         10/16 R
                    NGAT          5:16                                 WOMEN IN PROFESSIONAL TENNIS              326 BNKS        10/19 I
                    NGAT          5:12                                 UMW I: BEING A WOMEN LABOR ORGANIZER      102 NPR         10/23 R
                    NGAT          5:58                                 EPISCOPAL WOMEN: NOT ACTING AS PRIESTS    291 WUHY        10/26 R
                    NGAT          6:00                                 RHODA: RADICAL FEMINISM & NEW TV SERIES   790 NPR         10/28 I
                    NGAT          4:32                                 PATRIOT'S VIEWS ON WOMEN AND POLITICS     222 NPR         11/11 I
                    NGAT          3:50                                 FEMINIST CRITIC ON WOMEN COPS ON TV       790 DWLP        12/01 P
                    NGAT          2:26                                 NO MALE: GUIDE FOR WOMEN AT CHRISTMAS     792 EAR         12/01 D
                    NGAT          5:12                                 RUNAWAY WIVES: AUTHOR ON PROBLEM          211 WGBH        12/08 I
                    NGAT          3:45                                 WOMEN IN JOURNALISM: CO-AUTHOR            123 RSHL        12/09 I
                    NGAT          4:15                                 HEW: QUOTAS FOR HIRING OF WOMEN AT UNIV   102 NPR         12/13 I
                    NGAT          3:46                                 ERA: EQUAL RIGHTS AMENDMENT CHANCES       104 MLLJ        12/13 I
                    NGAT          4:28                                 CLOUT: NEW BOOK ON WOMANPOWER & POLITICS  081 NPR         12/13 I
                    NGAT          3:36                                 LOUISVILLE II: MANAGER OF PAPER           123 NPR         12/17 I
                    NGAT          3:59                                 FIRST GAY TO WIN STATEWIDE OFFICE         213 FROD        12/17 I
                    NGAT          5:39                                 DEFENDS ANTI-ABORTION WOMAN               222 LFTJ        12/18 C
                    NGAT          2:06                                 TEXTBOOKS: SOME CONSIDERED SEXIST         353 KLCC        12/23 R
                    NGAT          3:05                                 LOFTON REPLY: NOW RESPONDS TO CRITICISM   220 WOSU        12/20 I
                    NGAT          5:34                                 ACLU ON NOW: DEFENDS EXPELLED WOMAN       215 WOSU        12/24 I
 I G AT        19               1.40553
                    NGOP         28:00                                 BLACK POET                                223 KEPA NPR    10/12 Z
                    NGOP         59:30   OPTIONS 7445 02               SEX DISCRIMINATION                        222 IFL  NPR    11/04 P
                    NGOP         20:00                                 WOMEN'S ROLE IN SPORTS                    322 WBFO        11/08 I
                    NGOP         30:00                                 HEART ATTACK                              102 WHA         12/21 I
                    NGOP         10:00                                 DAY CARE CENTERS                          211 NPR         12/21 I
 I G OP         5               2.45000
 I G           24               3.85553
          4     .   ASMA          6:55                                 SCULPTOR LOUISE NEVELSON                  730 GDMM        11/16 I
 I S MA         1               0.11528
                    NSSM          5:00                                 SCIENCE AND WOMEN'S LIB                   404             12/04 I
 I S SM         1               0.08333
                    ASVW         12:43                                 BLACK POET                                831 NPR         10/06 I
                    ASVW          8:01                                 FAMOUS WOMAN SCULPTOR                     730 GDMM        10/13 I
                    ASVW          5:51                                 WOMAN WRITER INTERVIEWED                  222 THMT        11/10 I
                    ASVW          6:57                                 DEADLY NIGHTSHADE, FEMINIST ROCK TRIO     835 WBAI        11/13 I
                    ASVW          6:05                                 BLACK SOLOIST WINNER IN VOCAL CONTEST     810 RN          11/10 I
                    ASVW          4:04                                 MOTION PICTURE STAR ON WOMEN'S LIB        786 NPR         12/15 I
 I S VW         6               0.72805
 I S            8               0.92666
 I             32               4.78219
               32               4.78219

     32 RECORDS
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[Whereupon, at 3:20 p.m., the subcommittee adjourned, to reconvene at 10 a.m., Wednesday, April 9, 1975.]

LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

WEDNESDAY, APRIL 9, 1975

House of Representatives,
Subcommittee on Communications,
Committee on Interstate and Foreign Commerce,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to notice, in room 2123, Rayburn House Office Building, Hon. Torbert H. Macdonald, chairman, presiding.

Mr. Macdonald. The subcommittee will be in order.

The hearing will resume, and we will continue with Mr. Matthew Coffey, president of the Association of Public Radio Stations, and Mr. Lee Frischknecht, president of National Public Radio.

STATEMENT OF MATHEW B. COFFEY, PRESIDENT, ASSOCIATION OF PUBLIC RADIO STATIONS; ACCOMPANIED BY LEE C. FRISCHKNECHT, PRESIDENT, NATIONAL PUBLIC RADIO—Resumed

Mr. Coffey. Thank you, Mr. Chairman.

Yesterday, just as we adjourned, I was going over the results of a survey, which we conducted the week of April 2, of the public radio stations, on the subject of minorities and their involvement in radio.

We had just indicated that 80 percent of the stations had affirmative action plans, and we were moving into the area of employment, which is on page 4 of the "Minorities and Women in the Public Radio Report."

I think that the record here, as evidenced by the chart at the top of page 5, while not being an exceptional record, indicates considerable progress in this area, particularly in the category of upper-management employment. We have gone from 10 minority employees in upper-management to 18, in 2 years. We have gone from 33 women to 35 women in 2 years.

I am pleased to note that just within the last month, a new manager, Bonnie Cronin, has been appointed at WBUR, which is at Boston College in Massachusetts.

I think, the most significant factor is that the minorities in fiscal year 1974 in professional and technical positions increased by 50 percent over 1973 and increased at four times the percentage increase in total employment in the category.

The upper-management categories, specifically, minorities, increased by 20 percent, which is twice the percentage increase by total employment in that category.

Women did not increase in the same proportion as minorities, but that is because they had a much bigger base to work from, already 266 women in professional and technical positions, as compared with 96 minorities. One of the areas you touched on yesterday, which is of particular interest to me, is the area of training.

Of the 137 stations reporting, 46 percent of them indicated that they had some sort of training program available to minorities and women. I think that is a remarkable figure, given the size and characteristics of the stations, which I will talk about a little later.

Our report then goes on to lay out the profile of local and national programing, and it will suffice to say that 44 percent of the stations indicated that minority groups participated in the planning and/or production of programs at the 81 stations reporting minority programing.

I think, one of the things that this particular report points up is the frustration that the Corporation faces, the frustration, based upon lack of discretionary money. Here, you have a public radio system, where the average station in the system has eight full-time employees and nine part-time employees, where the average income in fiscal 1974 was about $166,000 a year. And that $166,000 operated a radio station for 116 hours a week, 52 weeks a year.

Now, that is an awful lot of service for a little bit of money, and most of the equal opportunity laws, in my experience, exempt organizations of less than 15 employees from their provisions. It is a special provision which protects small businesses.

But, here, you have an example of an industry, which is in many ways a developing industry, eight full-time employees per station, which is trying to respond and trying to do something and has only been able to do what it has in the last 4 years because of the Corporation for Public Broadcasting.

I think that the point I am reaching for, here, is that the Corporation needs maximum discretion over its money in order for the thing which you want to accomplish in this area to happen. That discretion has, over the last few years, been increasingly limited by agreements which directly funnel money to the local stations with no strings attached.

So that, the point is, if we get the $88 million, the Corporation will have a little discretionary money. Even at that, their discretion will be about $10 million of the $88 million because of the previous commitments they have already made.

If we get the $70 million, or the administration ceiling, there won't be any money for this purpose. It will already all be taken up by commitments previously made.

Mr. MACDONALD. In other words, you feel like a poor relative to public TV?

Mr. COFFEY. I am sorry, sir; I couldn't hear you.

Mr. MACDONALD. I say, in other words, it seems to me as if you are talking as if you felt that public radio is sort of a poor relative to public TV?

Mr. COFFEY. Yes. Well, I think it is clear from just the facts, and I would like to present the facts.

Mr. MACDONALD. What do you intend to do about it?

Mr. Coffey. Well, I intend to continue to be terribly competitive in the annual decisions of the Corporation on allocation of funds. I intend to try to convince the Corporation that it is going to require a substantially larger investment than made to date, in order to make this system work.

Mr. Macdonald. So, you are not one of those bands of brothers that are completely happy with everything that is going on?

Mr. Coffey. Well, my point of view is, I am pleased we have been able to come together to present a unified position on a piece of legislation.

Mr. Macdonald. When did you first get admitted to the inner circle?

Mr. Coffey. We first got admitted in 1970. That was the first year in which the Corporation committed funds to public radio. Prior to that time, they had committed a few grants for studying public radio.

Mr. Macdonald. You must get more money from local people in ratio to public TV money?

Mr. Coffey. That is correct. We wind up this way.

Mr. Macdonald. Does this money come from schools or what?

Mr. Coffey. Largely from State and local tax sources.

Mr. Macdonald. State and local taxes?

Mr. Coffey. Right. Of the $166,000, which is the average income of the station, $110,000 of that comes from State and local tax sources, so it is the overwhelming percentage.

Mr. Macdonald. What would be a typical broadcasting day? When do you go on and off, and what would people have heard in the meantime?

Mr. Coffey. The typical broadcast of a public radio station—and let me backtrack and explain the difference between radio and television.

Mr. Macdonald. Don't do that, because I think I know. Just what time you go on and what time you go off? And what do you broadcast?

Mr. Coffey. They operate 18 hours a day, which means they go on early in the morning and go on until midnight or two in the morning. The average broadcast day would involve a presentation of classical music, a presentation of public affairs and public events coverage and a great amount of time of the station is spent in broadcasting hearings, city council meetings, State legislative hearings, and congressional hearings that are supplied by National Public Radio.

Mr. Macdonald. First, I want to compliment you and, then, argue with you. I know you covered very well the Watergate hearings and also impeachment. But if you run from early morning to late at night, there are not that many public hearings to take up much of the average day. This is not the highlight of a broadcaster, but I am talking about an average day's broadcast.

Mr. Coffey. Right. I have, here, the breakdown.

Last year, we did a survey of all public radio stations and looked at the composite public radio broadcast day by content categories.

Classical music, in a typical day, takes up just over 6½ hours of that day. Public affairs takes up 4½ hours in the average day. Other music takes up an additional 4½ hours.

Mr. Macdonald. What is other music?

Mr. Coffey. Other music would be really any kind of music. It could be big band music.

Mr. Macdonald. Muzak, that type of music?

Mr. Coffey. No.

Mr. Macdonald. Do you try to compete with the commercial stations?

Mr. Coffey. No. We do not go into the top 40, which is the current description of that format the commercial radio stations use.

What we generally do is have a block of jazz, or something like that, or a block of big band music, or something of that sort. About a half hour a day winds up being instruction. I think that is more because there are fewer stations doing instruction in radio.

Mr. Macdonald. What kind of instructions?

Mr. Coffey. This is classroom instruction. We have consumer education instruction for high schools in certain stations. There are about 25 stations that use a great deal of their schedule for instruction. That is why they show up as such a small part of the average day here.

So, that is, in general, the composite of the day for public radio.

Mr. Macdonald. Well, some of those are pretty inexpensive programs, aren't they?

Mr. Coffey. That is true. Yes, public radio is a very inexpensive medium, really. It can succeed and operate on very little budget, although we are finding increasingly where a station wants to get involved in extensive public affairs coverage of their local community, for instance, that the budgets are paralleling the average television budget.

Our best example of that is a station in Minneapolis-St. Paul, KSJN, which has grown since 1971, from an average budget of $175,000, up to a budget of $1 million. That is based in part upon the corporation taking discretionary money and plowing it into that station and making it into a public affairs production unit, so that KSJN people wind up being the people who are everywhere in Minnesota, when something is going on, and it is just a matter of resources. They have been able to get 5,800 people to contribute up to $20 a year to support this station.

I think that what we have seen, based upon the action that this committee has taken, and the corporation has taken, is that public radio, really, can succeed, really become an integral and important part of a community.

Mr. Macdonald. You think success, in other words, is equal to, if you are doing it on a formula, to the amount of money available?

Mr. Coffey. It certainly is.

Mr. Macdonald. Two things are really causing it?

Mr. Coffey. It certainly is in the public affairs area. I think you see a much more direct situation in radio between the ability to hire people and ability to have programs, because a person is a program in radio, much more so than in television.

Mr. Macdonald. How many employees does the average station have?

Mr. Coffey. It has eight full-time and nine part-time employees.

Mr. Macdonald. Well, what is part-time?

Mr. Coffey. Part-time would normally be people who would come in and work 4 hours a day or something.

Mr. Macdonald. Why part-time?

Mr. Coffey. Well, it varies. I think some of it is student employment. [illegible] other words, most of these stations wind up on university campuses, so you hire students to work after school in the afternoon, or something to that effect.

Mr. **Macdonald**. What is the biggest public radio station in Boston?

Mr. **Coffey**. In Boston, there are two large stations, WGBH has an FM station and WBUR, at Boston University.

Mr. **Macdonald**. They spend a fantastic amount of money, don't they?

Mr. **Coffey**. Yes. They are very actively involved in the community local public radio station.

Mr. **Macdonald**. Something like a $100,000?

Mr. **Coffey**. Per year, yes. They are a very active station, very much so.

Mr. **Macdonald**. I talked to the faculty or the dean, that they were about to disavow it, that they were expending this money and they didn't deserve it, or didn't have it, or I don't know how it came out.

Mr. **Coffey**. I am happy to say it came out very well, because they took the present station manager and promoted him to vice president of the university and placed a woman in charge of the station. So, we now feel, and CBS was nice enough to donate a new tower and transmitter location to the station, so they have solved both of their financial problems and at the same time gotten more clout higher up in the school.

Mr. **Macdonald**. It seems a good solution.

Mr. **Coffey**. Yes. Just as an example of the difficulty that would be created here if we only got the administration ceiling, for radio, we can point out that the fundamental delivery system, namely, the local stations, is currently less than two-thirds complete.

We reach about 60 percent of the American population now. Even if we assume no frequency problems, like the 10-watt problem, or we assume no need for incentive funds to encourage stations to come on the air in the 34 major markets where we do not have any stations, the administration ceiling would be insufficient to extend basic support, in other words, the community service and the national interconnection service at the present level to the number of additional stations to reach 90 percent.

If we have 176 stations now, we feel it will take about 295 stations to reach 90 percent coverage of the population. We would not be able to pay the ATT charges to interconnect the stations if we got only $70 million.

For the administration ceiling, they present us with a dilemma. You could even call it a Hobson's choice. We either suspend expansion—we stop at 60 percent of the system and deny support to additional stations, after we reach that level—or we begin to reduce the present level of support of the existing stations and the present level of support is not that great right now. The average station in this coming fiscal year, in this present fiscal year, will get a community service grant of $18,700, if it fully qualifies.

Mr. **Macdonald**. What is the great advantage of the interconnection?

Mr. **Coffey**. The great advantage is, well, I think—I would like Mr. Frischknecht to speak to it, as soon as I indicate that the great advantage from the local station's point-of-view is the ability to have a wider range of programing available to serve local needs.

Mr. MACDONALD. I would expect it would be just the opposite. Maybe that statement comes from ignorance, but I think once you get interconnected you lose touch more or less with programing with the local community. You are not going to put the Cambridge City Council on an interconnection.

Mr. FRISCHKNECHT. Mr. Chairman, the National Program Service comprises a relatively small part of the entire schedule of any one of these stations, and it is intended not to dominate the schedule of the station at all. The total service that National Public Radio will provide during this year, amounts to only 40 hours a week, and the average hour is used by only 60 percent of the stations. And it is intended, again, to be that kind of service in which there is significant diversity of the kinds of programs provided to the stations because their needs are diverse and the expectation is every station will not use every one of the hours provided.

But the interconnection system, itself, is needed because radio is an immediate medium. It requires a delivery system that will provide the information immediately to the station and, therefore, to the listener.

Second, it is needed in order that this can really be a national program service in the sense that it is representative of the entire country. It is a two-way system as much as we can make it—and that is not sufficient yet—but our interest is in getting from the local stations their materials to make up the National Program Service. It is not a service that is made up solely by a staff here in Washington.

The staff in Washington assembles materials that are generated from throughout the system, and the interconnection system is an integral part of assembling that material from throughout the Nation in order that we can have a national service.

Mr. COFFEY. I think one other aspect, it serves as a training ground for local stations for public affairs and information.

Mr. MACDONALD. I feel we might as well get on the record, if it is not already in your statement, which was accepted in the record, what is your record as to hiring minority groups and so forth, minority programing?

Mr. COFFEY. Mr. Chairman, that is on the record as part of this report I have here.

Mr. MACDONALD. Just for you and me, so just you and I know about it.

Mr. COFFEY. I think that, in understanding this data, you have to understand it was essentially, well, essentially the industry did not exist prior to 1970. Since 1970, we have built this system, given the help of the Federal Government, but mostly through local and college university funding. Total employment in the system in 1972 was 854 people. Of that, 59 employees were minorities.

Mr. MACDONALD. How many?

Mr. COFFEY. Fifty-nine, and one hunderd and ninety-three were women. In 1974, there were 1,191 employees total; 106 were minority, and 294 were women.

So, I think that there has been more opportunity in radio, because it is so small, and because it tends to be located at colleges and universities, there is more of an opportunity, particularly, for women, to participate in programing and broadcasting. We have several women station managers, for instance. Two of my board members are women station managers.

We have had developed minority stations that are totally devoted to minority service. We have one in Santa Rosa, Calif., a totally bilingual station, run by Latinos, for the Latinos in the center of the valley.

Mr. **Macdonald.** Latinos and Chicanos, are they the same?

Mr. **Coffey.** I am not sure, sir. I only know how the group identifies itself. I think, probably, yes, but I could stand corrected on that.

At Wilberforce, which is predominantly a minority school, we have a minority operated and run radio station. We are about to have a new radio station in Warrenton, N.C., which is the so-called Soul City area of North Carolina.

In places like El Paso, Tex., the manager of the station is Chicano or Latino, so I think that there is more opportunity to get into the field because—well, if you are willing to accept the very low pay that goes with working in public radio—you know, I see job descriptions coming across my desk every week that say the requirements for the position are a masters degree and 5 years' experience in broadcasting and the salary is $8,000 or $9,000 a year. So, there has to be a certain element of dedication.

Mr. **Macdonald.** Yes. We had that subject come up. As I understand it, or maybe I misunderstood it, here on the Washington level, it is strictly lily white and strictly male personnel at the national level, am I correct?

Mr. **Coffey.** No. Lee, you might speak to that.

Mr. **Frischknecht.** The staff of the National Public Radio, in 1974, comparable statistics to the ones that have been given for radio stations in the system, are that 60 percent of the 111 staff members are white males; 23 percent are white women; 9 percent minority women; 8 percent minority males. If you add the white and minority women, you have 32 percent. And if you add the male and female minorities, you have 17 percent, comprising the staff in 1974.

It is true that most of the minorities and many of the women, although not as many, are at the lower level positions in this company, as in others, and it is for that reason that we have an affirmative action program and are now developing a training program to provide for upward mobility of the people who do get into entry level positions.

Mr. **Macdonald.** Are very many going through the program to reach a higher level?

Mr. **Frischknecht.** We, in the last year, have had three people from minority groups who have moved up out of the entry level positions and five women, also, in the last 12 months.

Mr. **Coffey.** The association only has two employees.

Mr. **Frischknecht.** One of which is a woman and one of which is a man.

Mr. **Macdonald.** That is what you call equality, isn't it?

Mr. **Frischknecht.** Yes.

Mr. **Macdonald.** Do you have anything further to highlight? You are a remnant left over from yesterday, but I have people scheduled to go on this morning.

Mr. **Coffey.** I think the point I would like to make with you is, the critical need we see for development of the radio stations in this coming 5-year period is for expansion and for expansion in two ways. Expansion to provide the first service to many communities that do not now have it, and that is done by the Corporation through incentive grants to get groups in the communities interested in forming a public radio station. This is very different than the television experience that you had discussed yesterday, and the reason is that, television, for 5 or 10 years, has had the Ford Foundation to provide challenge grants in many communities to create public television stations. And in fact, most of the major communities, including Dallas and Chicago, I think, and certain other places, were under a Ford Foundation grant program.

As you know, from overview hearings, the Ford Foundation has refused to support public radio, while giving $250 million to public television. So, we desperately need the Corporation to have the maximum amount of discretionary money to help us get this sort of grassroots development done, and that is mandated in the Public Broadcasting Act as a function of the Corporation, so we are very hopeful that the maximum ceiling can be attained.

Now, in the ultimate—and, probably, not in the next 5 years—what we would like to have are multiple stations in each market, and by using multiple stations, be able to have the kind of minority concentration that we see starting in places like Santa Rosa and Wilberforce and other places, because radio is very much a formatted medium. You do not have, you know, half-hour programs in radio, but you have a sound or a type of program that runs throughout the broadcast day. And I feel, like here in Washington where we have three public radio stations, that every major market should have at least that many. And that is really the second echelon of the expansion program that we have to get to, but won't be able to do it even at the industry ceiling as provided in the bill and as recommended.

Mr. MACDONALD. The next question which arises is, is there a public radio station in every State of the Union?

Mr. COFFEY. There is not public radio in every State. There are noncommercial educational licensees in every State, which could be upgraded to public radio stations, but in order to be a public radio station, you have to be dedicated to service to the general public. You cannot be anything else.

Mr. MACDONALD. Theoretically, that is what all stations are supposed to be?

Mr. COFFEY. Unfortunately, the 10-watt stations were stated out as a training device for local high schools and local colleges. What they wind up doing is letting high school students practice how to be, like their favorite DJ, a person in top 40 music, for 3 or 5 hours a day. Some, of course, are involved in their community, but the bulk of them are not.

Mr. MACDONALD. You are getting away from the thrust of the question. How many States have public broadcasting?

Mr. FRISCHKNECHT. Thirty-nine.

Mr. COFFEY. We can provide a list.

Mr. MACDONALD. Will you, please? What is its title?

Mr. COFFEY. It is from "Policy for Public Radio Station Assistance."

Mr. MACDONALD. We will accept it in the record at this time.

[The list referred to follows:]

PUBLIC BROADCAST STATIONS IN THE UNITED STATES AND POSSESSIONS

Alaska:	
Bethel	KYUK (AM)
College	KUAC (AM)
Kotzebue	KOTZ-AM
Arizona:	
Phoenix	KMCR (FM)
Tucson	KUAT (AM)
Yuma	KAWC (AM)
Arkansas: Jonesboro	KASU (FM)
California:	
Berkeley	KPFA (FM)
Long Beach	KLON-FM
Los Angeles	KUSC (FM)
North Hollywood	KPFK (FM)
Northridge	KCSN-FM
Pasadena	KPCS (FM)
San Bernardino	KVCR-FM
San Diego	KPBS-FM
San Francisco	KALW (FM)
Do	KQED-FM
San Mateo	KCSM-FM
Stockton	KUOP-FM
Colorado:	
Denver	KCFR-FM
Greeley	KUNC (FM)
District of Columbia:	
Washington	WAMU-FM
Do	WETA-FM
Florida:	
Boynton Beach	WHRS (FM)
Jacksonville	WJCT-FM
Miami	WLRN-FM
Tallahassee	WFSU-FM
Tampa	WUSF-FM
Georgia: Atlanta	WABE (FM)
Illinois:	
Carbondale	WSIU (FM)
Chicago	WBEZ (FM)
DeKalb	WNIU-FM
Edwardsville	WSIE (FM)
Lincoln	WLCC (FM)
Peoria	WCBU-FM
Springfield	WSSR (FM)
Urbana	WILL (AM)
Do	WILL (FM)
Indiana:	
Bloomington	WFIU (FM)
Indianapolis	WIAN-FM
Lafayette	WBAA (AM)
Vincennes	WVUB-FM
Iowa:	
Ames	WOI (AM)
Do	WOI-FM
Cedar Falls	KHKE (FM)
Do	KUNI (FM)
Iowa City	WSUI (AM)
Kansas:	
Lawrence	KANU (FM)
Manhattan	KSAC (AM)
Wichita	KMUW (FM)
Kentucky:	
Lexington	WBKY (FM)
Louisville	WFPK (FM)
Do	WFPL (FM)
Morehead	WMKY (FM)
Murray	WKMS-FM
Louisiana: New Orleans	WWNO-FM
Maine:	
Bangor	WMEH (FM)
Portland	WMEA (FM)
Maryland:	
Baltimore	WBJC (FM)
Takoma Park	WGTS-FM
Massachusetts:	
Amherst	WFCR (FM)
Boston	WBUR (FM)
Boston	WGBH-FM
Worcester	WICN (FM)
Michigan:	
Ann Arbor	WUOM (FM)
Berrien Springs	WAUS (FM)
Detroit	WDET (FM)
East Lansing	WKAR (AM)
East Lansing	WKAR-FM
Flint	WFBE (FM)
Grand Rapids	WVGR (FM)
Houghton	WGGL-FM
Interlochen	WIAA (FM)
Kalamazoo	WMUK (FM)
Marquette	WNMR (FM)
Mount Pleasant	WCMU-FM
Minnesota:	
Chandler/Pipestone	KRSW-FM
Collegeville	KSJR (FM)
Minneapolis/ St. Paul	KSJN-FM
Minneapolis	KUOM (AM)
Moorhead	KOCCM (FM)
Northfield	WCAL-FM
Mississippi:	
Senatobia	WNJC (FM)
Missouri:	
Buffalo	KBFL (FM)
Columbia	KBIA -FM
Kansas City	KCUR (FM)
Maryville	KXCV (FM)
Point Lookout	KSOZ (FM)
Rolla	KUMR (FM)
St. Louis	KWMU (FM)
Warrensburg	KCMW (FM)
Montana:	
Missoula	KUFM-FM
Nebraska:	
Omaha	KIOS (FM)
New Mexico:	
Las Cruces	KRWG (FM)
Ramah	KTDB (FM)
New York:	
Albany	WAMC (FM)
Buffalo	WBFO (FM)
Canton	WSLU-FM
New York	WBAI-FM
New York	WNYC (AM)
New York	WNYC-FM
Oswego	WRVO-FM
Rochester	WXXI-FM
Schenectady	WMHT-FM
Syracuse	WCNY-FM
North Carolina:	
Durham	WAFR (FM)
Winston-Salem	WFDD (FM)

North Dakota:	
Fargo	KDSU (FM)
Grand Forks	KFJM (AM)
Ohio:	
Athens	WOUB (AM)
Athens	WOUB-FM
Bowling Green	WBGU (FM)
Cincinnati	WGUC (FM)
Columbus	WCBE (FM)
Columbus	WOSU (AM)
Columbus	WOSU (AM)
Kent	WKSU-FM
Oxford	WMUB-FM
Wilberforce	WCSU-FM
Yellow Springs	WYSO (FM)
Youngstown	WYSU (FM)
Oklahoma:	
Stillwater	KOSU-FM
Oregon:	
Corvallis	KOAC (AM)
Eugene	KLCC (FM)
Do	KWAX (FM)
Portland	KBOO (FM)
Do	KBPS (AM)
Do	KOAP-FM
Pennsylvania:	
Erie	WQLN-FM
Hershey	WITF-FM
Philadelphia	WUHY-FM
Pittsburgh	WDUQ (FM)
Do	WQED-FM
Do	WYEP-FM
Scranton	WVIA-FM
Puerto Rico:	
Hato Rey	WIPR (AM)
Do	WIPR-FM
South Carolina:	
Charleston	WSCI-FM
Greenville	WEPR (FM)
South Dakota:	
Brookings	KESD-FM
Vermillion	KUSD (FM)
Tennessee:	
Collegedale	WSMC-FM
Johnson City	WETS-FM
Knoxville	WUOT (FM)
Memphis	WKNO-FM
Murfreesboro	WMOT (FM)
Nashville	WPLN (FM)
Texas:	
Austin	KUT (FM)
Beaumont	KVLU-FM
Dallas	KERA (FM)
El Paso	KTEP-FM
Houston	KPFT (FM)
Killeen	KNCT-FM
Utah:	
Logan	KUSU-FM
Provo	KBYU-FM
Salt Lake City	KUER (FM)
Virginia:	
Norfolk	WTGM-FM
Richmond	WRFK (FM)
Roanoke	WVWR-FM
Washington:	
Pullman	KWSU (AM)
Seattle	KUOW (FM)
Tacoma	KTOY (FM)
West Virginia:	
Buckhannon	WVWC (FM)
Wisconsin:	
Auburndale	WLBL (AM)
Brule	WHSA (FM)
Colfax	WHWO (FM)
Delafield	WHAD (FM)
De Pere	WPNE-FM
Highland	WHHI (FM)
Holmen	WHLA (FM)
La Crosse	WLSU (FM)
Madison	WHA (AM)
Do	WERN-FM
Milwaukee	WUWM (FM)
Rib Mountain Park	WHRM (FM)

Mr. MACDONALD. Mr. Frey, any questions?

Mr. FREY. Thank you, Mr. Chairman.

I have a couple of questions. Maybe we can use specific examples to see some of the general problems; for instance, where I am from, Orlando, east-central Florida, we don't have a public radio station. And part of the problem has been, I guess, with the FCC in the allocation of frequencies.

Is this ever going to be resolved?

Mr. COFFEY. We hope, within the next year, the Orlando situation will be resolved. It now looks as though we will be able to get a station fitted into that market.

Mr. FREY. I am not only interested, obviously, in the area, but I am also interested in the problem as it applies, generally. It seems to me that the problem of spectrum allocation is holding up radio.

Mr. COFFEY. It is. We have spent 3 years getting them to act on rulemaking, which is the public-broadcasting request for reallocation of the spectrum space. The problem comes from the fact that, in its benevolence, the FCC decided it should not have a table of assignments for radio stations in the public radio field. It has tables and mileage separation criteria for commercial broadcasters, for instance, you cannot have a station within 80 miles of another station, things of that sort.

In public radio, they didn't have that, but just said that anybody can come on the air as long as they can reasonably prove they won't interfere with anybody else.

Mr. Frey. If this was resolved, can you give us any projection of the increase in public radio. In other words, how much do you think this is holding up the expansion of public radio?

Mr. Coffey. I think it is dramatically holding it up in most of—well, you know that in 34 of the top 100 markets, there is no public radio service, and that is a direct result of this.

I mean, in Providence, R.I., for instance, you have seven or eight noncommercial educational stations licensed, but they are all 10 watts. And as a result they totally take up the spectrum space, and you are unable to put a high-power station in to reach the entire Providence area, because 10 watters reach maybe 2 miles on a good day, with a fast wind behind them.

Mr. Frey. That is a shame, because it was interesting, Mr. Chairman, in the witness' concluding statement yesterday, he quoted from the Carnegie report on the importance of public television, and I was going to ask him why radio was left out. But I thought I would let it go by.

I think radio has been greatly ignored. We look at the diversity in our population, and one of the problems with television is the number of stations. Another problem is trying to ascertain who the audience is, in other words, who are you trying to serve.

But, in radio, you have such a greater ability, I think, to pinpoint what you are doing and to take care of many more specific interests without tying up all of your money in a couple of programs to take care of 5 percent of the people.

I just feel, personally—and, I think, from our hearings before, the committee does also—that we should try to get some of these things resolved by the FCC.

Mr. Coffey. Well, the FCC, in 1950, said, in a proposal of rulemaking, it would be their hope that there would be four high-powered stations in every market over 250,000, and since 1950, they have gone ahead just destroying any hope of that happening, unless we either remove some 10 watters, or move them some place else in the structure.

Mr. Frey. Just to refresh my memory, what percentage of people in this country have FM radios?

Mr. Coffey. An excellent question, because the only data on that comes from the manufacturers of the radios. And in our investigation of that, we found that they never allow any—allow for any radios ever wearing out, so that, they predict, in every major market, there are in excess of 95 percent FM radios.

They do admit that, in cars, it is a very low percentage, somewhere on the order of 15 to 18 percent FM radios in cars. Of course, the car is one place where a radio has a totally captive audience, so that, FM is discriminated against in the sense it is not available in automobiles.

Mr. Frey. I assume, if my memory serves me right, you are not opposed to the AM–FM bill?

Mr. Coffey. That is correct, sir.

Mr. Frey. Amazing how you can be perceptive.

No further questions. Thank you, Mr. Chairman.

Mr. Macdonald. Thank you both, gentlemen, unless you have something else?

Mr. Frischkneckt. I have one or two additional comments concerning some of the questions raised yesterday. They are questions about how additional money would be used and what will happen if the money is cut or cut off altogether.

First, let me say, after about 3 years of very hard work, National Public Radio has finally completed a 5-year plan, which permits us to know where we want to be by 1980 and what is necessary to get there.

Second, I would like to point out, at the level of the funding that was originally set in H.R. 4563, for fiscal 1976, which is $70 million, for the Corporation for Public Broadcasting, National Public Radio will stand still in terms of its services. There will be no growth, and we will continue, basically, at the same rate of service we had last year and this current year.

Third, in asking about alternatives for public broadcasting, if Federal funding is reduced or eliminated—I would just like to say, I have been working in this business, starting in educational television, at the beginning in 1953, and that, during those 22 years, the entire spectrum of possibilities for financing the system have been investigated and many have been developed. But we have learned that there is no alternative for the critical Federal funding that provides for us certain things that cannot be provided in any other way.

It is critically important, I believe, to understand what is brought to the system by the national organizations in programing and in advocacy of this system. As far as National Public Radio is concerned, there is not any other alternative at all. Without the Federal money being passed along to us by CPB, I think it is safe to say there would be no National Public Radio.

Mr. Macdonald. Thank you very much, gentlemen.

Our next group of witnesses is headed by Mr. William Fore, chairman, Advisory Council of National Organizations, and accompanied by Mrs. Yvonne Price, ACNO vice chairperson, Dr. John Sullivan, ACNO vice chairperson, and Mrs. Frances McClintock, National Council of Women, and Mrs. Pearl Price, National Congress of Parents and Teachers, and Ms. Margo Tyler, National 4–H Foundation, and Mr. Hyman Bookbinder, American Jewish Committee——

Mr. Fore. He is the only one not here.

Mr. Macdonald. All right—Mr. Tim Higgins, U.S. National Student Association, and Mrs. Nancy McMahon, American Council for Better Broadcasts.

All right, you may proceed with whoever is going to open.

STATEMENT OF REV. WILLIAM F. FORE, CHAIRMAN, ADVISORY COUNCIL OF NATIONAL ORGANIZATIONS TO THE CORPORATION FOR PUBLIC BROADCASTING, ACCOMPANIED BY MRS. YVONNE PRICE, ACNO VICE CHAIRPERSON AND NAACP REPRESENTATIVE, LEADERSHIP CONFERENCE ON CIVIL RIGHTS; JOHN SULLIVAN, PH. D., ACNO VICE CHAIRPERSON AND DIRECTOR OF INSTRUCTION AND PROFESSIONAL DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION; TIM HIGGINS, U.S. NATIONAL STUDENT ASSOCIATION; AND MRS. NANCY McMAHON, ACNO CHAIRPERSON, EDUCATION COMMITTEE, AND AMERICAN COUNCIL FOR BETTER BROADCASTS

Mr. FORE. Thank you, Mr. Chairman.

You have saved me the task of introducing what amounts to the Executive Committee of the Advisory Council. We wanted to be here in force to symbolize the diversity and to express the involvement of the various groups in the Advisory Council.

I have a prepared statement. If I may read that, and then, if you wish to ask questions as we go along, or afterwards, I would be pleased to try to answer them. And I believe one or two of my colleagues may want to say something at the conclusion.

Mr. MACDONALD. Fine.

Mr. FORE. My name is William Fore, and I appear before you as the elected chairperson of the Advisory Council of National Organizations. I am also assistant general secretary of the National Council of Churches and represent my organization on the Advisory Council.

I might say, Mr. Chairman, parenthetically, that my own organization, the National Council of Churches, has taken official action twice in support of long-range funding for public broadcasting. So, my organization is on record, along with the Advisory Council that I represent today.

But I want to begin my testimony today with a personal affirmation of the value and importance of public broadcasting. I believe in it, support it, and tkae every opportunity to speak on its behalf. I support long-range financing for public broadcasting because it will strengthen the public's opportunities to participate in and receive high quality public radio and television programs. That is important to me as a father and as a citizen.

A very large number of people in this country would like to have public broadcasting strengthened by the enactment of long-term insulated funding. For this reason, ACNO has unanimously given its support to the Public Broadcasting Financing Act of 1975, but at the higher levels recommended by public broadcasters—$88 to $160 million.

In addition, 23 of our organizations—and that is an error, I just received word that two other organizations have also individually gone on record in support of long-range financing, and you will see, at the conclusion of the testimony, the listing of those, rather, listing of 23 of those organizations having gone on the record individually as organizations in support of long-range financing. And to that list, I would add number 24, the American Association of School Administrators and number 25 is the Southern Baptist Convention.

We request your favorable action because public broadcasting represents one of the few ways the mass media can meet the needs of the many special and divergent audiences which comprise the American public. Public broadcasting is increasingly looked upon by women, racial minorities, children, the aged, and other specialized audiences as a key source of education and information. It sustains our political and social awareness; it helps teach us to read; it can teach us a new job skill; it brings us a drama, a concert, a new and challenging idea. It enhances the quality of our lives.

The council also supports this bill because we believe in independence. Independence for individuals, for public broadcasters, for the creative expression of ideas. We believe that it is of the utmost importance that public broadcasting maintain its independence from both political and non political interference that could be caused by dependence upon any single dominant source of funds.

The insulation of 5-year funding and the matching incentive of this bill should help public broadcasting remain free from undue dependence on corporate or foundation funding and the inherent pitfalls. The members of the council believe that the American people will continue to support local service provided by its broadcasting stations at levels higher than ever before.

For example, in Connecticut individual pledges went up from $14,000 in 1973, to $49,000 in 1974; in Buffalo, the commitment took a $52,000 jump, that same year. We think this kind of support is increasing and will continue to increase.

The Advisory Council is aware of the need to limit Federal expenditures very carefully these days. We also know that without significantly greater financial assistance the danger of diminished programing for specialized audiences is very real. And because of the unique matching feature in this bill, the American people will have a chance to vote with their funding, a chance to directly affect the level of support to be received by public brodacasting from the Federal Government. This bill allows Congress an opportunity to help us help ourselves.

Five-year financing would also insure public broadcasting an opportunity which it has not had before in our judgment, and that is the opportunity to plan, and I cannot stress this too much. The nature of high quality production—productions designed to fulfill specific education and cultural goals, demands careful long-range planning. The British system provides a good example of the type of programs that result from long-range planning and the assurance of stable financing, such as "Elizabeth R," "Nova," and "The Ascent of Man."

It is interesting to note that a recent poll revealed that in New York City, my own hometown, more people watched "The Ascent of Man" than "The Merv Griffin Show." I am not suggesting that we establish another BBC, but surely the American people deserve the same high quality results. Long-term stable support will enable us to expect more high quality American productions which provide opportunities to showcase American artistic and technical talent.

There are a number of major projects which await funding within the public broadcasting community. We are referring here to activities that will greatly affect the type of services, not just programs, provided by public radio and television stations.

For example, and this is but one example, ACNO was asked by the CPB Board, a year ago, to draw up a plan for the corporation's future involvement in education. This study was complete last month. I have here a copy of the report, and I believe you have received it. And we will certainly make it available to all of you.

It represents the work and creative energy of over 4,000 of our fellow citizens—people of varied races, minorities, and ethnic expressions from the fields of education, broadcasting and the public at large. Through the process of our study, they have articulated many significant educational needs, backed by specific recommendations.

With increased long-term funding, and the opportunity for planning, public broadcasting can undertake, along with educators, a high-impact action plan, using telecomunications for education. I speak today on behalf of those across the country who express high hopes and, I must say, high expectations for the implementation of our education recommendations, if increased funding is secured.

What I am saying, sir, is, if the funding is increased, the members of the advisory council expect from the corporation that these recommendations be taken seriously and some of them be implemented.

People ask, "Who is ACNO?" I think we can honestly say that we represent a significant number and cross section of the American people. The advisory council consists of delegates from major national volunteer, professional, religious, minority, and educational organizations in the United States. Our purpose is to provide counsel and advice in matters of policy and programing to the corporation's Board of Directors. Let me stress that we are an independent entity; though our advice is asked by the corporation, we maintain our independence. We pay all of our expenses to participate in this operation as delegates.

The council is currently made up of delegates from 45 member groups and 15 affiliate and observer groups, reflecting such diverse interests and points of view as the United Auto Workers, National Congress of Parents & Teachers, National Education Association, the National Urban League, National League of Cities/U.S. Conference of Mayors, and the National Latino Media Coalition. A full list of member organizations is attached at the back of this presentation.

We are a diverse group. In our discussions, we have raised a number of specific issues or objectives that we believe must be addressed by public broadcasters, the Congress, and the public. We state these today because the Advisory Council expect action by the Corporation for Public Broadcasting on these matters if increased funding is secured. In fact, we support the long-range financing bill precisely so public broadcasting can begin to achieve the following objectives—and they are five in number.

1. CPB ITSELF MUST DEVELOP NEW, CREATIVE PROGRAM PILOTS

The development of pilots for local broadcast is imperative because the range of choices currently available to stations is just simply woefully inadequate. In addition, the Station Program Cooperative, and the corporate and foundation underwriters, are not likely to support the development of high risk programs, for highly specialized audiences. We feel, therefore, it is up to the Corporation to use any additional funds it receives for this purpose.

2. CPB MUST STIMULATE INCREASED CONCENTRATION ON PUBLIC AFFAIRS PROGRAMS

The Advisory Council expects that increased funding will provide the public with a greater amount of reliable input on these issues affecting Americans at home and around the world. We expect public affairs programs which enable the people to see their Government at work and provide them the necessary information to speak to and about their Government. In addition, we expect programs for women and minorities which are developed by them to insure their freedom and vitality.

3. PUBLIC BROADCASTING MUST OVERCOME UNSATISFACTORY TRENDS IN EMPLOYMENT

A vigorous campaign must be undertaken by public broadcasters to exert leadership in equal employment opportunities by hiring and upgrading blacks, women, Latinos, and native Americans for professional and decisionmaking positions. We realize this is not easy. We recognize the steps taken by many local broadcasters and which are reflected in the current 12.2 minority hiring level, but also recognize that less than 2 percent of these are professional and decisionmaking positions.

We insist that public broadcasting must agree to a plan which assures that a significant amount of funds be invested in improving minority and women's employment and programing, both nationally and at local stations. We don't want a plan dictated to broadcasters, but unless significant improvement is forthcoming, we may be forced to support such a plan.

For example, consideration could be given to a plan that would utilize a percentage of each local station's community service grant dollars and be designated for this purpose. There are people in ACNO member organizations who are willing and have expressed willingness to work with broadcasters and the committee to see that there are adequate guidelines for a solution to this problem.

Here, I am referring both locally and nationally to the solution.

4. CPB MUST DEVELOP AN ADEQUATE PUBLIC RADIO SYSTEM

I believe this is very pertinent to the discussion that just came before you.

The Corporation must correct conditions which currently allow, as I understand from that discussion, 34 major American population centers to have no public radio service at all, and which provides inadequate service to most other places in the country. The Public Broadcast Act of 1967 gave a mandate to CPB to provide public radio as well as public TV service to all America. We expect to see increased funding used for this purpose.

5. MORE EFFECTIVE COMMUNITY ASCERTAINMENT

We know that the bulk of funds now go to the local stations. With increased funding comes increased responsibility to see that these funds are used for the public interest. Thus, we believe there should be a continual reexamination and reassessment of the fundamental philosophy behind public broadcasting's decisionmaking process. We support this bill with the expectation that a careful balance will be struck between national and local interests, rather than having either national or local dominate.

We are encouraged by the willingess of the CPB Board to seek and to act on our advice. We think there is increasing responsiveness, but we are sometimes distressed by the inability of CPS to move in the best interests of public television and public radio. ACNO respects and supports the autonomy of local public stations. But we believe it is incumbent on the Corporation and, especially, on the national membership organizations of television and radio stations—PBS and APRS—to open up to the public, be much more responsive to the public's input, and to channel that input to the local stations.

Mr. Chairman, we are encouraged by the introduction of the Public Broadcasting Finance Act of 1975, H.R. 4563, in both houses of Congress, especially because of the potential it provides for achieving the objectives I have listed. We are aware of your consistent efforts, sir, on behalf of insulated funding, and it is noted with respect and appreciation.

As this important bill moves toward legislative action, we confirm our continued willingness to work with the Congress, with the Corporation for Public Broadcasting, as well as with public television and public radio in order to fulfill the great promise and opportunity of public broadcasting. Representing such a large segment of the public we take public broadcasting seriously and want you and the public broadcasters to know it.

[The attachments to Reverend Fore's statement follow:]

Advisory Council of National Organizations to CPB

MEMBERS

1. AFL–CIO.
2. American Association of School Administrators.
3. American Association of University Women.
4. American Bar Association.
5. American Council for Better Broadcasts.
6. American Council on Education.
7. American Jewish Committee.
8. American Library Association.
9. Associated Councils of the Arts.
10. Association of Junior Leagues.
11. Consumer Federation of America.
12. Council of AFL–CIO Unions for Professional Employees.
13. Council of State Governments.
14. League of Women Voters.
15. League of United Latin American Citizens.
16. National Association for the Advancement of Colored People.
17. National Association of Counties.
18. National Catholic Education Association.
19. National Center for Urban Ethnic Affairs.
20. National Center for Voluntary Action.
21. National Congress of Parents and Teachers.
22. National Council of Churches of Christ.
23. National Council of Homemaker Home Health Aids Services, Inc.
24. National Council of La Raza.
25. National Council of Negro Women.
26. National Council of Senior Citizens.
27. National Council of Women.
28. National Education Association.
29. National 4–H Foundation.
30. National Grange.
31. National Latino Media Coalition.
32. National League of Cities/U.S. Conference of Mayors.
33. National Legal Aid and Defender Association.
34. National Organization for Women.
35. National University Extension Association.
36. National Urban League.
37. National Wildlife Federation.
38. Southern Baptist Convention.
39. Public Affairs Council.
40. United Nations Association of U.S.A.
41. U.S. Catholic Conference.
42. U.S. Jaycees.
43. U.S. National Student Association.
44. United Auto Workers International Union.
45. Veterns of Foreign Wars of the U.S.

AFFILIATES

1. Citizen's Communication Center.
2. Feminist Party.
3. Foreign Policy Association.
4. National Black Media Coalition.
5. Publi-Cable Inc.

OBSERVERS

1. American Bankers Association.
2. American Institute of Architects.
3. American Nurses Association.
4. Center for a Voluntary Society.
5. Coalition of Adult Education Organization.
6. Common Cause.
7. Federation of Rocky Mountain States.
8. Joint Center for Political Studies.
9. Morality in Media, Inc.
10. National Audubon Society.
11. National Jewish Community Relations Advisory Committee.
12. National Recreation and Park Association.
13. U.S. Chamber of Commerce.
14. National Association of Media Women.
15. General Federation of Women's Clubs.

The Following 23 ACNO Organizations Are on Record in Support of Long-Range Financing

1. AFL–CIO.
2. American Association of University Women.
3. American Bar Association.
4. American Council for Better Broadcasts.
5. American Jewish Committee.
6. Consumer Federation of America.
7. National Association of Counties.
8. National Congress of Parents and Teachers.
9. National Council of Churches of Christ.
10. National Council of Senior Citizens.
11. National Council of Women.
12. National Education Association.
13. National League of Cities.
14. National Organization for Women.
15. National University Extension Association.
16. United Auto Workers.
17. U.S. Catholic Conference.
18. U.S. Conference of Mayors.
19. U.S. Jaycees.
20. U.S. National Student Association.
21. NAACP.
22. Citizens Communication Center (Affiliate).
23. National Black Media Coalition (Affiliate).

PUBLIC BROADCASTING AND EDUCATION

A Report to
The Corporation for Public Broadcasting
from
The Advisory Council of National Organizations
March 1975

advisory council of
national organizations

888 16th street, northwest
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March 1975

The Corporation for Public Broadcasting's Advisory Council of National Organizations (ACNO) consists of 45 major voluntary, professional, religious, public interest and educational organizations in the United States. We represent a wide divergence of interests and points of view but we are united on at least one point --the importance of public broadcasting in America's future.

In February 1974, the Corporation commissioned ACNO to conduct a study and make recommendations on the role of the CPB in the relationship of public broadcasting and education. The following report represents the results of a year-long study which involved more than four thousand persons throughout the United States. A full description of the work of the four Task Forces can be found in the Supplemental Section of this Report.

Our intention was to make specific proposals for action. Instead, we discovered that our real priority was to identify eleven major goals and then to suggest a number of specific action proposals which illustrated these goals.

In adopting this Report, ACNO urged the CPB to take immediate steps to secure funds and to develop a plan for action based on the recommended goals. Obviously this is a long-range task and ACNO has made it clear that it is a willing partner in the implementation. Having witnessed the enormous complexity of the study and the great care that went into making it a responsible process, I must express appreciation on behalf of ACNO for the assitance of two key staff persons at CPB, John Price and Doug Bodwell, and to John Witherspoon, who acted as consultant throughout the study and who drafted the Report. Finally, I want to thank the persons who chaired the various groups and all those who participated in the Task Forces and symposiums. It was an impressive expression of the interest of busy people in THE PEOPLE'S BUSINESS.

William F. Fore

William F. Fore
ACNO Chairperson

corporation for
public broadcasting

This study was commissioned by CPB and conducted under the auspices of the Advisory Council of National Organizations (ACNO).

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4 "Undertake promptly certain instructional programming activities, taking into account the legal and traditional roles of other educational agencies and institutions" 27

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INTRODUCTION

The Congress hereby finds and declares . . . that it is in the public interest to encourage the growth and development of noncommercial educational radio and television broadcasting, including the use of such media for instructional purposes. . . .

Section 396 (a)(1)
The Public Broadcasting Act of 1967

From its beginnings in the land-grant universities of the Midwest, public broadcasting has been used to serve the purposes of education. In the early days of radio, a third of all broadcasting licenses were held by educational institutions, and a few of those pioneer stations are serving audiences—including students—today. The development of FM radio brought reinforcement to the hardy survivors of those early days. Today's public television stations devote about a third of their total air time to instructional programs, and if one counts such educational programs as "Sesame Street" the proportion rises dramatically.

Far behind us are the old questions of whether radio and television can be effective as instruments of teaching and learning. These are probably the most researched media ever to be applied to education, and there can be no serious doubt that television and radio have been used successfully in a very wide range of instructional tasks. They work. Given proper planning and careful integration into the instructional process, they are demonstrably effective.

The Corporation for Public Broadcasting has long supported efforts of the Children's Television Workshop in producing "Sesame Street," "The Electric Company," and "Feeling Good." One of the Corporation's earliest commitments was for the support of "Mister Rogers' Neighborhood." Nevertheless, the Corporation is acutely aware that in spite of the congressional mandate, and in spite of efforts by CPB dating almost to its inception, there has not been a national public broadcasting perspective of service to education, and the Corporation has not had a cohesive agenda for its own part in such a service.

In February 1974, CPB commissioned its Advisory Council of National Organizations (ACNO) to conduct a study and make recommendations to the Board of CPB regarding the role of the Corporation in the relationship between public broadcasting and education. It was recognized that it is difficult to draw precise boundaries around the functions of the various related organizations in public broadcasting, but for ACNO the Corporation was to be both the audience for the report and the target of the study.

The Advisory Council, through its Education Committee, organized four task forces to consider the areas of early childhood education, elementary-secondary education and teacher education, post-secondary formal education, and adult education. The chairpersons of these groups are delegates to ACNO who are also leaders of major educational groups. The members of the task forces were chosen for their qualifications in broadcasting, education, or related public concerns, and the selections were balanced to assure reasonable representation of geographic areas, minority groups, sex, and a range of viewpoints. The task forces involved in their deliberations more than 4,000 broadcasters, educators, and members of public groups.

The work of the task forces was completed in December 1974. Each filed a report which stands unchanged and which appears in the Supplement. The individual task force reports, while forming the basis for the final ACNO report, represent the composite view of the task force members only, and were not intended for action by the Advisory Council.

This final report is the result also of further deliberations by the ACNO Education Committee, its Executive Committee, and finally the membership of the Council at its quarterly meeting in March 1975.

Needless to say, however, while a study's processes may be impeccable and the rhetoric of its recommendations may gleam with wisdom, success lies only in results. The Advisory Council of National Organizations urges the timely implementation of the recommendations which follow.

SUMMARY OF THE RECOMMENDATIONS

The eleven recommendations of the Advisory Council deal with such diverse problems as the relationship between broadcasting and education, the appropriate use of educational broadcast material, and the need for extended rights to certain programs. The study steered firmly away from the temptations of seemingly magic solutions to old and difficult questions. Rather, it concentrated on a broad set of practical recommendations, each important and each capable of execution at various levels depending on availability of resources and evolving conditions in education and public broadcasting.

Some of the recommendations imply new activities, for which additional funding will be required. Funding strategy was not part of the Corporation's charge to ACNO, but it is appropriate to recognize that present resources will not be adequate, and the Advisory Council would be a willing partner in seeking solutions to these funding questions.

Since the recommendations represent an integrated program for action, no priority order is implied by their numbering. The first two recommendations are general and underlie many of the others, which deal with more specific issues. The bulk of this report is concerned with a discussion of the recommendations. They are presented here for summary reference.

1. The Corporation for Public Broadcasting should intensify its efforts to *bridge the traditional chasm between broadcasting and education*, building a working partnership to serve their common purposes.

2. The Corporation for Public Broadcasting should *recognize and support the principle of cultural pluralism*, which is rooted in our common concerns as humans as well as the differences which enhance the strength and diversity of the American people.

3. The Corporation for Public Broadcasting should *undertake activities to assist the professional development of the educators and broadcasters engaged in educational broadcasting, and encourage the application of broadcasting for the in-service education of teachers.*

4. The Corporation for Public Broadcasting should *undertake promptly certain instructional programming activities*, taking into account the legal and traditional roles of other educational agencies and institutions.

5. The Corporation for Public Broadcasting should *assure adequate attention to the strategies, materials, and other services which are critical to effective use of educational programming.*

6. The Corporation for Public Broadcasting should actively *develop the educational programming applications of related technologies,* in order to meet the educational needs of people at all age levels.

7. The Corporation for Public Broadcasting should, through its own operations and through support of others' work, *assure an effective program of research, evaluation, and demonstration* regarding educational applications of public broadcasting and related technologies.

8. The Corporation for Public Broadcasting should *facilitate the development of new, more flexible patterns of rights clearance.*

9. The Corporation for Public Broadcasting should *encourage the development of the skills of aural-visual literacy* and critical listening/viewing.

10. The Corporation for Public Broadcasting should *recognize and support effective activities for promotion and community outreach* in the educational applications of broadcasting.

11. The Corporation for Public Broadcasting should *move at once to act upon these recommendations,* initially by conducting a financial analysis, determining a calendar agenda for specific actions, and assigning responsibility for developing funding. *The Advisory Council is a willing partner* in assisting implementation of the recommendations and seeking solutions to the funding problems.

A PERSPECTIVE ON PUBLIC BROADCASTING TODAY

The American systems of education and communication are probably the institutions that touch our lives most commonly, most pervasively, and most profoundly. In these days of virtually universal public education, and with radio and television sets in use several hours a day in almost every home, it is hard to imagine two forces more important in the daily life of the Republic.

Since both deal with information and ideas—the world of the mind—one would conclude that the systems of education and communication are also important to one another. Curiously, their relationship generally has been superficial and mutually unsatisfactory. Responsible persons on both sides have recognized the educational implications of modern communication, and indeed education has been an aspect of broadcasting since America's first radio station, 9XM (now WHA) at the University of Wisconsin in Madison, went on the air more than half a century ago. Nevertheless, and with notable exceptions notwithstanding, education and communication have had a wary, uncomfortable relationship as superpowers of the twentieth century.

Now there is a growing recognition that it's time to get together. No one who reads the Public Broadcasting Act of 1967, and even more particularly its legislative history, can doubt that education was a major motivation when Congress established the Corporation for Public Broadcasting and set a course for long-term support of public telecommunication services. Early in its career CPB began to examine its future with regard to education, and a number of specific programs have been supported successfully, but *a basic point of view, a perspective which could guide an agenda of action items,* has not been developed.

Such an agenda is the intended result of this study. The recommendations do not seek basic changes in the structure of education or public broadcasting; it's easy to attempt to solve problems by proposing to overthrow present reality, but it's more useful to work toward a responsible evolution of what we have.

The Context: Education in a Changing Society. The structure, composition, and expectations of American society are all in a state of rapid change, and these changes are so fundamental that they affect education profoundly. Traditionally, education could be understood as a reasonable extension of the American family, and the American family was defined for practical purposes in white, middle-class, agrarian-heritage terms. Today's middle-aged white American can identify it from mottoes and homilies remembered from childhood: a woman's place is in the home; children should be seen and not heard; be fruitful and multiply; honor thy father and thy mother; a man's home is his castle; and so on.

All of these familiar reference points have been challenged in recent years. Women continue to achieve social equality and are pursuing various options about how they will choose to live their lives. It has been estimated that women already comprise well over 40 percent of the labor force.* A great list of implications could be compiled: increased need for day-care facilities, more specialized curricula for women, and an urgent recognition of the choices that are or ought to be open to women, each involving decisions about when or whether to have children and the nature of a woman's day-to-day relationship to her children.

The divorce rate is rising, and the attitude toward divorce is changing. Many children are raised by one parent, and single persons of both sexes are adopting children.

There have been changes in the status of minority groups, including a broadening of the options available for careers, housing, and education. That change should continue and accelerate in the years ahead.

The American population is restless, and modern communication, transportation, and business patterns seem to make it ever more so. The extended family, with all the reinforcements it offers to its members, is more fragmented than ever. The individual is necessarily more independent, and while independence is a prized American trait, its counterparts are loneliness and isolation.

The American birth rate is now approximately at the level of zero population growth, so the average age of the population will increase. With growing interest in lifelong learning, and with more leisure time, the change in the birth rate would seem to broaden the scope of education. But simultaneously, decreasing school enrollments can bring other stresses.

The Contemporary Student. Today's student is pushing at the boundaries of traditional education in virtually every direction. For example, students are becoming both younger and older. In a country which does not universally require kindergarten, publicly operated nursery schools are teaching three-year-olds. Those concerned with early childhood education are now recognizing the importance of constructive influences from—or even before—birth. At the same time, students are getting older, with increasing emphasis on continuing education for professionals and para-professionals, vocational education for adults of all age levels, and a burgeoning interest in informal education covering a bewildering variety of subjects. Cradle to grave education is upon us.

The student is also more independent. Family ties are less rigid, and a high proportion of college students are, for practical purposes, adults responsible for their own affairs. Students at all educational levels are more concerned with

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* *"Women: A Demographic Social and Economic Presentation of Women in the Labor Force." National Industrial Conference Board, 1973.*

participating in decisions that affect them. College is not seen automatically as a continuous four-year process; students come and go, gradually sharpening their own goals, perhaps never declaring their college experience to be at an end.

One consequence of universal education, particularly in a world of specialized skills, is that public education is seen as a personal resource which should be ready to provide particular services needed at particular times throughout one's life. That system is now used in a great many ways. It equips people to acquire and update occupational licenses and credentials. It teaches about sea shells and income taxes. It teaches very young children about themselves and their world, and it teaches the parents of these children about their offspring.

Elementary-secondary education is, on the one hand, becoming more participative for children, parents, teachers, and the communities at large; and on the other, a recent survey by the National Education Association lists parental apathy and student indifference as the top problems reported by teachers.

Elementary and secondary education, which has made substantial headway in individualizing the process of instruction, wishes to advance further in that area and recognizes that technology is necessary for its success. Similarly there is growing interest in alternative education opportunities, including storefront schools, schools without walls, off-campus courses for credit, and concentrated mini-courses.

There is an urgent need, recognized particularly in elementary-secondary education, to keep up with the rapid expansion of knowledge itself. Sometimes new knowledge changes the educational fundamentals and sometimes it changes a youngster's working context: how many books were obsolete on the day of the first moon landing? Radio and television can help.

Many persons handicapped by physical or emotional disabilities are being reached by education for the first time. Broadcasting is in a unique position to help serve these people.

Education at all levels is seriously attempting to cope with the realities of a multicultural society. The concept of the melting pot, which had the effect of attempting to melt everybody into a white middle-class mold, is giving way to an approach which recognizes—or at least earnestly tries to recognize—the diversity which is fundamental to the American society.

All these factors, combined with a broadened world view made possible in our society by modern communication, have made education increasingly diverse and eclectic. We yearn for simplicity but become more complex. In a culture accustomed to learning facts we need instead access to facts and the intellectual power to integrate them.

Potentially at least, today's student is everybody, and today's curricula are almost as broad as the interests of that student body..

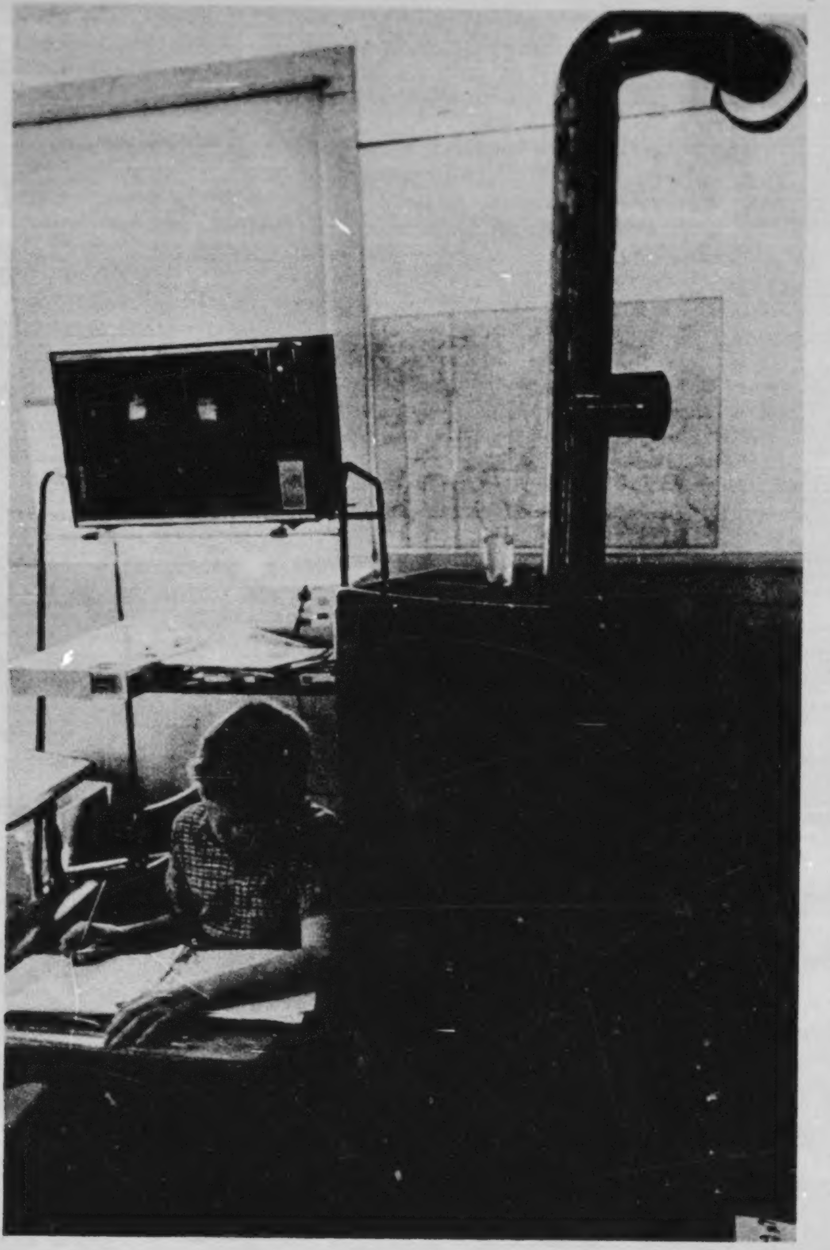
Good-bye to the Little Red Schoolhouse. As one surveys the situation described above, one thought that comes to mind is that the "delivery system" for the future may be more like the county agent than the little red schoolhouse or the ivy-covered halls.

In the past, education's clienteles tended to be in identifiable groups, most of whom could go by foot or school bus to the place of their formal education. Extension education was seen as something of a sturdy stepchild in academe. Little children were not involved in the system. The handicapped or homebound were barely taken into account. When the citizen thought "Education," he thought of the schoolhouse or the college campus.

Think of the discontinuity between yesterday's school/campus model and today's student who could or should be almost anyone, anywhere. Groups that have been touched less by education in the past—racial minorities, the poor, the geographically isolated—stand every chance of falling farther behind if they cannot be reached by the educational system. Furthermore, that system must be built to accommodate the full range of student accomplishments and capacities, providing encouragement for each individual to seize a genuine opportunity and make the most of it.

Informal instruction, conducted by a wide range of community groups, is an important part of education today.

In communicating with people, whether they are small children, elementary-secondary students, college students, or adults with their multitude of interests and requirements, broadcasting is a common denominator. The functionally illiterate and the post-doctoral student both understand the grammar of television. Both turn to radio for information and entertainment. Both are accustomed to having ideas and objects explained on the screen, whether the



purpose of the message is education per se or a product commercial. The grammar of aural and visual communication has been learned. As media of communication, radio and television are ubiquitous, familiar, flexible, and effective. They are Everyman's entertainment and information media. Very few people go through a day without learning something, sometimes important, sometimes trivial, via the speaker and the screen.

In the classroom or at home, radio and television are powerful instruments of education, and therefore their proper application is imperative.

Education's Structure of Responsibility. Education in the United States is not a national enterprise. Although the federal government and many national organizations have important responsibilities and concerns, the central responsibilities concerning curricula, student requirements, and teacher certification lie with states, counties, and local districts for public education through high school. In higher education these decisions are often made within individual institutions. Local control has been a byword from the beginning. The notion of a national curriculum is anathema.

Within instructional broadcasting, the decision-making patterns have followed education's decentralized structure. In the early days of instructional television a high percentage of classroom programs were produced locally, on the premise that each local curriculum is unique. When it was realized that certain materials could be usefully exchanged, and the instructional television libraries were subsequently developed, the decision-making patterns remained. Programs are almost universally chosen by local curriculum committees, with the local station providing contract services for transmission and, when necessary, production.

The two large instructional television libraries, National Instructional Television and the Great Plains National Instructional Television Library, lease their programs to individual educational entities in most cases, although their most-used programs are on most PTV stations throughout the country.

National Instructional Television is now related to a new organization, the Agency for Instructional Television, which is a consortium of chief state school officers, including some from Canadian provinces. The idea is to bring together the largest responsible units to make decisions about common requirements. Edwin G. Cohen, the Executive Director of NIT and AIT, believes that funding should follow decision-making responsibilities, and he expresses reservations about national support for AIT projects.

Nevertheless, nationally supported programs are regularly used in schools. These include "The Electric Company," "Carrascolendas," and "Villa Allegre," all of which have made use of CPB or HEW funds. However, throughout the ACNO Education Study, one of the most delicate issues was one of the oldest: the involvement of a national organization—in this case, CPB—in the instructional process of local schools and universities. A number of specific recommendations deal with this matter.

Within this general issue, the question of academic credit is a special consideration. By law and custom, the awarding of college credit has been the responsibility of collegiate institutions authorized to grant certificates and degrees. Although in recent years a number of organizations have developed programs to evaluate unconventional learning and *recommend* credit for it, the *award* of credit is a function of the collegiate institutions. All non-collegiate agencies which participate in the instructional process must therefore play roles which complement the central role of the institution. This consideration applies to CPB and its associated organizations as well as to publishers and others who form part of the course delivery system. A practical example of the interrelationship involves Jacob Bronowski's series "The Ascent of Man," which was produced in Britain and acquired for transmission by PBS. Most of those who see it will tune in for the pleasure of the program itself. Some will buy the accompanying book. A large number of others, however, will see the programs in an academic context. Miami-Dade Community College has developed a set of materials that incorporate the programs into a community college course. The University of California at San Diego has undertaken the same task for upper division instruction. During the first Public Broadcasting Service use of the series, some 250 colleges enrolled over 23,000 students. Colleges and universities throughout the country can use programs produced in Britain and transmitted via PBS, plus materials developed in Miami or San Diego, and build courses for which credit can be awarded by individual institutions. Still other materials assist the use of the programs in secondary schools; over 30,000 printed guides have been distributed to high school teachers.

The lesson, then, is not that public broadcasting should shy away from national service to instruction, but that the service must be uniquely national in character, and it must be rendered with full recognition that in education the basic decisions are, by tradition and by law, close to home.

Roles of the Corporation for Public Broadcasting. The Corporation for Public Broadcasting is a unique American institution. It is a creation of the Congress, and its directors are appointed by the President, but it is not an agency of government. It is responsible for the largest single fund available for support of public broadcasting, but its options in disbursing that support are limited. It can recommend policy to the system, but can seldom insist upon it. The strength of the Corporation lies in its central position. While delegating most operating functions to others, CPB remains a common reference point.

It is this role which is critical to CPB in the field of education. In the course of the study, the role of the Corporation was often characterized as that of a broker, bringing the appropriate parties together for the benefit of all. It is well recognized that, at least in the near future, CPB cannot from its appropriation invest the amounts required for the full development of public broadcasting's potential in education, but the Corporation's central position equips it ideally to generate action and to encourage support from other appropriate quarters.

It is recognized that in implementing these recommendations CPB will need close rapport with the other agencies most concerned with public broadcasting: the Public Broadcasting Service, National Public Radio, the Association of Public Radio Stations, the regional networks, and the individual stations. ACNO has sought to involve representatives of these organizations throughout the study and has been heartened by their participation and creative contributions. Similarly, many elements of the education community have been involved, ranging from leaders of national associations to individual local teachers and administrators. Their enthusiasm for the use of public broadcasting in education cannot be doubted, and they have an impressive understanding both of its problems and its potentials.

Working alone, neither the Corporation for Public Broadcasting nor any other single organization could effect any of the following recommendations. Working with others, however, CPB is in a unique position to advance them all, the result of which would be a major advance in public broadcasting and American education.

THE RECOMMENDATIONS

In all its simplicity and complexity, the fundamental objective is to develop the natural relationship between broadcasting and education. There is no single magic key that will unlock the secret for success in that effort. A broad program, no element of which is entirely new, is the prescription.

Furthermore, the recommendations which follow are intended to recognize the realities of the day and the fact that attention to education is an evolving, long-term commitment. A complete response to all of the recommendations would require a very large investment, and over the long run that investment should be made. However, a responsible and constructive beginning should be possible within the Corporation's present means, with full recognition of its ongoing commitments.

ACNO recognizes that public broadcasting must be seen whole, with instruction as one of its parts. In order to realize its potential for instruction, public broadcasting must, for example, have a broad and continuing base of support for station facilities and basic operations.

The recommendations which follow are based on the work of the four ACNO Education Study Task Forces, although this final report does not propose all the task force recommendations. The complete statement of each task force's conclusions and recommendations will be found in its individual report.

The first two recommendations are broad statements of principle which also underlie many of the others; the subsequent recommendations address individual issues.

1. The Corporation for Public Broadcasting should intensify its efforts to bridge the traditional chasm between broadcasting and education, building a working partnership to serve their common purposes.

For many years education and broadcasting have shared a general, sometimes wary belief that they might be made for each other, but the obstacles to union have seemed virtually insurmountable. One of the major themes of the ACNO Education Study was that of bridge-building between the two institutions.

Part of the historical difficulty is simply that there has not been an entity able to represent the whole of public broadcasting authoritatively at the national level. The National Association of Educational Broadcasters long has been actively interested, and NAEB has achieved notable successes in stimulating activity between public broadcasting and education, but the Association is equipped neither by resources nor mandate to be the spearhead in this effort. Constructive work has also been done by numerous other organizations of public broadcasting, but none has occupied the central position that is unique to CPB.

With the establishment of its own education office, the Corporation is equipped to initiate and maintain a vigorous program of liaison, consultation, and involvement among the interested elements of public broadcasting and the national education community.

In undertaking this process, the Corporation should avoid the familiar ploy of establishing a single education advisory committee, which inevitably would have too broad a membership and too amorphous an agenda. Rather, *CPB should establish a set of task-oriented groups,*[1] each able to deal with specific issues and specific areas of education. Such groups could help initiate a given activity and concentrate on that function until either the task or the group was no longer needed. In establishing such groups, the Corporation would be building an invaluable cadre of informed, involved allies, and not merely a set of representatives programmed to give their agencies' current responses on request.

A major function of CPB's liaison activity should be to maintain contact with Congress, the Department of Health, Education, and Welfare, other public and private agencies, and the national organizations in education in order to evolve continually a set of priorities that take into account the potentials of public broadcasting in relation to education. In some areas where it could do the most, public broadcasting is hardly a part of education's consciousness.

In addition to involving representative academic and broadcasting agencies, *CPB should take the initiative in bringing together publishers, librarians, and others*[2] *who should eventually be involved. The goal is to identify a variety of coordinating mechanisms* that ensure the teamwork necessary to prepare and deliver good programs and solid course material.

In furthering its role as a key liaison point for education and public broadcasting, *the Corporation should foster the development and operation of a clearinghouse or library to distribute and exchange information about broadcasting's application in education,*[3] including specific courses, materials, and techniques. It is probably not necessary that CPB itself launch from scratch another major in-house service, since parts of the job have been undertaken by others. However, there is not a single, broad-gauge reliable source available broadly and commonly to the communities of education and public broadcasting, and such a center could serve an exceptionally useful purpose as a focus for information and a ready resource for all.

In bridging the gap between education and broadcasting, then, CPB has a wide range of options with regard to its own advisory structures; its chosen information sources; research and evaluation; certain legal areas; and in the development of a clearinghouse of ideas, materials, and experiences. Another area for examination is the Corporation's grant policy. As it looks to the support of specific instructional efforts, the *Corporation should make use of "partnership" grants to be awarded to public broadcasting licensees pursuant to proposals made cooperatively with local educational agencies.*[4] In many such cases, the funding source should also be joint: perhaps partnership grants jointly awarded by CPB and an agency such as HEW or one of the national endowments.

This matter of bringing together the resources and potentials of public broadcasting and education is of greatest urgency, and the discussion does not end with this recommendation. Much of what follows will also address this fundamental problem.

2. The Corporation for Public Broadcasting should recognize and support the principle of cultural pluralism, which is rooted in our common concerns as humans as well as the differences which enhance the strength and diversity of the American people.

The Elementary-Secondary Task Force headed one section of its report "Cultural Diversity: An Educational Challenge for Public Broadcasting." That might have been a motto for many of the proceedings of the four groups.

Cultural pluralism is not to be equated with racial, cultural, or economic separatism. Rather, it is a simple recognition that our differences as well as our similarities are important to us. We concentrate on those things which are common to us all as humankind, and we acknowledge those things which make us individuals and members of cultural groups.

For example, bilingual and multicultural program services are important not only for the minority involved, but for the majority as well.

Cultural pluralism suggests that our similarities as human beings are more fundamental than any differences we may have, and that we would be infinitely richer if we cultivated an appreciation of both.

The Corporation for Public Broadcasting can perform a critical function in presenting, through public television and radio, this rich pluralism of the American experience. Television and radio are uniquely able to depict our nation as a collection of cultural elements rather than as a homogeneous melting pot. It is important to note that in considering the diversity of cultures in the United States, television and radio should recognize not only Afro-Americans and Hispanic Americans but Asian-Americans, Native Americans, the Pennsylvania Dutch, the Franco-Americans of the Northeast, the Poles, the Jews, and many others. Public broadcasting can help sensitize Americans to the important contributions of each of these groups to American life.

Rather than simply defining some of the educational and social problems of these groups, emphasis should be placed on the strengths and positive aspects of America's cultural groups. Better understanding could be achieved through programs featuring their contributions in arts, music, crafts, language, literature, politics, and other areas. An appreciation of the strength of our plural nature which encourages pride in each other's culture will yield a more positive result than the present state of mere co-existence.

Public broadcasting has a clear responsibility, opportunity, and capacity to serve specific needs of ethnic minorities in this country and at the same time

enrich the cultural backgrounds of all Americans through programs designed to develop awareness and appreciation of the differences of the multicultural groups who comprise important parts of the national population.[5] The primary objective is that public broadcasting contribute to and reflect a national pride, sensitivity, and understanding of the diverse cultural elements of American life.

Programs reflecting this diversity can and should be directed to Americans of all ages. As the Task Force on Early Childhood Education urged, "These programs could contribute substantially to the extension of the child's community beyond the bounds of family and neighborhood, thus supplanting the inadequacies of organized educational efforts and institutions in this regard."

Nor should the multicultural point of view be restricted to programming decisions. In spite of progress to date, we still need a better racial, cultural, and sexual balance in staffing and in the creative processes of public broadcasting. *The Corporation should pursue active programs of recruiting and training for the professional corps of public broadcasting.*[6]

An extension of the multicultural idea would be the avoidance of economic and occupational stereotypes. Public broadcasting must be certain that its work encourages solutions, not further problems.

None of this concern should imply any limitation on the subject matter of public broadcasting. On the contrary, the Corporation's relation to education should include the broadest possible range of educational activities, encompassing the intellectual, artistic, cultural, personal, social, and civic concerns of each person as an individual and in society.

Like the first recommendation, this one has implications for most of the others. Cultural pluralism might be reflected in broadcast programs or training activities or staff recruiting, but it begins as a point of view about the nature of the American society and respect for one's fellow citizens.

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3. The Corporation for Public Broadcasting should undertake activities to assist professional development of the educators and broadcasters engaged in educational broadcasting and encourage the application of broadcasting for the in-service education of teachers.

How can teachers, professors, course designers, administrators, producers, and broadcasters do a better job of improving instruction? If radio and television are to be used for education, how can they be used most effectively? How can these individual professionals, using radio and television, best serve individual students?

Specific recommendations take several forms:

- use of broadcasting to facilitate the on-going in-service education of teachers, particularly with programming by and for the teachers themselves;[7]
- instruction of teachers or would-be teachers about educational uses of broadcasting;[8]
- instruction of media personnel in the improvement of the design, development, and delivery of course material;[9]
- activities related specifically to improvement of the ways programs are used in education;[10]
- fellowships in education for experienced broadcast personnel.[11]

In the ACNO Education Study, consideration of professional development took two broad forms. One of the task forces had teacher education as part of its purview; all of the task forces were interested in questions of training and the upgrading of personnel.

A. Teacher Education. While it may appear that teacher education is beyond the realm of the Corporation for Public Broadcasting, increasing the competence of teachers in the use of instructional broadcasting is an inescapable part of improving its use.

While teacher education is not a direct responsibility of CPB, *the Corporation should facilitate teacher education activities in cooperation with other agencies (a) to help teachers understand, accept, and use instructional media pro-*

ductively as teaching tools and (b) to help teachers improve and update their general teaching competencies by means of programs designed for this purpose by colleges of education, by school districts, or by teachers themselves.[12]

In assuming shared responsibilities in this field, CPB should be guided by six criteria as it considers any service:

1. It should be of high potential educational value.
2. It should not be a service now provided by other agencies.
3. It should be undertaken in concert with other education agencies and organizations.
4. It should involve an educational service that can be realistically accomplished by using media and the resources available to CPB.
5. It should reflect current educational trends.
6. It should be capable of systematic evaluation.

Local in-service education could be helped substantially—in some cases virtually revolutionized—by using public radio and television stations as bases for teaching centers. *It is recommended that CPB provide grants to stations, on a pilot basis, for proposals submitted jointly by a consortium of the station and the local school district or districts to activate teacher-centered teaching centers which utilize local television and radio facilities.*[13] More specifically, support should be given to local stations which will work in cooperation with local and regional teacher groups and other school personnel to use the station facilities as teacher centers of the air. The emphasis of this proposal is on practicing teachers determining the content of their professional development. Such a media-based teacher center frees and expands the idea of a teacher center into a concept rather than merely a place. The concept of a user-developed, user-produced, user-evaluated airborne teacher center would be a unique experiment for public broadcasting.

The Corporation should also foster a wide range of workshops, training sessions, and the production of tapes and films which would provide assistance to teachers in understanding and using radio and television in education or to help them to improve their techniques of instruction in other ways.[14] The Educational Broadcasting Institutes of the NAEB should be considered as a possible base for some of these activities.

B. Teachers for Non-Formal Education. In addition to helping teachers in the formal educational system, the Corporation should include services for the thousands of Americans who are teachers in such non-formal—but nevertheless important—activities as youth organizations, industry, labor, and other community groups.

The training opportunities which have been proposed for other groups of educators are equally applicable to those who serve outside the formal educational system.

C. Other Professional Development. The classroom teacher is the key to proper use of instructional broadcasting, but many other specialists are involved, and their training is critical to the production and delivery of high-quality material.

When broadcasting is applied to education, the production problem is multiplied. The material that is made available to students—regardless of the medium—should be produced in order to accomplish stated educational objectives, and there should be a way to determine its success. This means an amalgam of broadcasting production technique, learning theory, and educational research design in every program. The program, in turn, must fit an overall pattern and mesh with other material. As the Children's Television Workshop discovered at the outset, the most skillful producers need some reorientation to make that adjustment. The production of successful educational material is a specialty within a set of related specialties. Training in course design, production, delivery, and research are all needed.

The Corporation should consider particularly the following specific ways of responding to this need:

1. *Require that each proposal for support of an academic course include provision for training where appropriate.*[15]
2. *Finance projects for training (e.g. workshops, internships) by organizations and academic agencies representing station and institutional interests.*[16] CPB itself is not seen as a training institution.
3. *Establish fellowships in education for experienced broadcasting personnel,*[17] in order that they might learn the needs of education and how broadcasting can be instrumental in meeting these needs. Such fellowships could be applied at all levels of education; the idea arose from within the Task Force on Early Childhood Education. It is also observed that there would be reciprocal benefits for the fellow and the fellow's new colleagues in education.
4. *The Corporation should make a particular effort to involve women and members of minority groups in these professional development programs.*[18]

In a discussion of professional training, one particular category of station employee should receive special mention. This is the person, commonly called an instructional program coordinator or utilization specialist, who is responsible for working with teachers in order to encourage the best possible use of the broadcast program and its related material. If there were even one well-trained utilization specialist in every public television station, the value of the instructional television service would rise markedly and immediately.

4. The Corporation for Public Broadcasting should undertake promptly certain instructional programming activities, taking into account the legal and traditional roles of other educational agencies and institutions.

It was observed earlier that public education in the United States is primarily the responsibility of states, counties, local school districts, or individual institutions of higher learning. While there are national responsibilities, matters of curriculum particularly are the domain of state and local units. It is important to recognize that although the Corporation can make unique contributions to instruction, the basic decision-making starts close to home. Because of the structure of education itself, the problem is somewhat different at each level of education.

Early Childhood Education. The education of young children is very close to the family unit. As a practical matter, much early childhood education takes place in the home. Other aspects of it are directed toward the home, including the education of adults in handling their roles as parents. In some ways early childhood education is most like adult education: sometimes it takes place at home, sometimes at school, sometimes in a variety of institutional settings.

With an increasing number of day-care centers there are new patterns of support and governance. There is a growing number of centers supported by governmental agencies, by schools, by parent cooperatives, by industries, by unions, and by business franchises, among others.

Early childhood education is the scene of public television's greatest national successes, primarily with two markedly different programs. The first was "Mister Rogers' Neighborhood," in which Fred Rogers concentrates on the emotional development of the child as a whole person. Then came "Sesame Street," which has as a primary objective instruction in letters and numbers.

Looking to the future, *CPB should encourage the development and adequate funding of programs based on diverse approaches to the education of young children, keeping a healthy balance among these approaches.*[19]

Furthermore, *it is necessary to press for diversity in the development, production, and scheduling of programs because early childhood covers a wide span of years, a wide diversity of needs and interests, and a wide expanse of developmental areas: physical, emotional, social, and intellectual.*[20]

The Corporation should also encourage the development of programs for parents and potential parents.[21] In importance and effect, no work is more fundamental than that of a parent, but it is seldom considered as a subject for personal learning.

There is a lot of work for public broadcasting to do in the area of early childhood education, in spite of its present successes. In undertaking this work, the national public broadcasting organizations have an extremely diverse constituency of local decision-makers, and an even more diverse constituency of young viewers.

Elementary-Secondary Education and Teacher Education. Decision-making for instructional broadcasting, like elementary-secondary education itself, is basically local. With adequate funding, however, *the Corporation could —and should—support and encourage local educational partnerships by responding to proposals for local service that may have national implications.*[22] Such proposals should represent the joint efforts of local education and public broadcasting agencies, thus fostering the principle of bridge-building, which was the subject of recommendation number one.

In considering national programming, CPB should take into account the following criteria.[23] *Programs should:*

1. *Fulfill unmet needs;*
2. *Have national application and relate to national educational priorities;*

3. *Require a pooling of resources: financial, human, and material;*
4. *Require national and/or international resources unavailable at local levels.*

In addition to encouraging the development of programming directly, *CPB should participate in the development of a PBS "Instructional Program Cooperative,"*[24] which could provide an instructional service parallel to the Station Program Cooperative already in existence for other program types. Such an idea would, of course, require further examination with the constituency of PBS itself, but if such a service is deemed appropriate by the stations, it would provide a basis for national development of programming which is strongly rooted in local educational decisions. National funding could be devoted to an Instructional Program Cooperative without many of the national curriculum control problems which might accompany other national support methods.

A large number of program-related ideas, and specific suggestions for future programming, received from hundreds of students, teachers, and administrators throughout the country, are found in the Report of the Task Force on Elementary-Secondary Education and Teacher Education.

Post-Secondary Formal Education. Like elementary-secondary education, collegiate education has well-defined decision-making patterns which tend to deemphasize national programming for credit instruction. True, a large number of colleges and universities are offering credit for courses based on "The Ascent of Man," but traditional collegiate instruction has been aggressively local through most of its history. Geographically, the individual campus is where instruction takes place. By tradition, degrees are awarded only to those students who appear on that campus. Recently, however, credit instruction has been given off campus in nearby regions or statewide, and credits (sometimes even degrees) have been awarded to students who seldom or never see the central campus. Following achievements in the development of common national evaluation processes for colleges (e.g. College Level Examination Program (CLEP), the Servicemen's Opportunity College, or the Commission on Accreditation for Service Experience (CASE) recommendations), a few efforts are now underway to expand common programs of instruction to other regions and the nation as a whole. In fact, some aspects of instruction have been national and international for a long time, notably the part that depends on books. Correspondence courses and, more recently, film, filmstrips, and cassettes are also part of this universal component. The recommendations of the Task Force on Post-Secondary Formal Education had the effect of suggesting a role for CPB in expanding some of the initially local instructional efforts of colleges and universities to a regional and national basis.

Specifically, the Corporation should foster cooperative relationships among post-secondary institutions and broadcast organizations at the international, national, regional, state, and local level for the mutual development of courses.[25] Consortia and ad hoc groups of institutions have begun to develop already, and these should be encouraged. *A particular emphasis of CPB should be in the development of processes to ascertain curriculum needs.*[26]

This emphasis on cooperation and structure should not cloud the fact that *CPB should support the production of course materials, including television and radio programs, related print materials, audio and video cassettes, and the support material that is so important to effective use of the course.*[27]

Adult Education. Adult education is a growing and extremely diverse enterprise in American education.* How is it possible to provide a public broadcasting service with some assurance that the right choices are being made from among the bewildering variety of possibilities? The Task Force on Adult Education concentrated its work on that question. It developed a set of basic criteria and the concept for a national/local cooperative planning and utilization system.

The criteria are intended to recognize both the desirability of using public broadcasting in adult education and the fact that these media can't possibly serve the educational needs of all adult groups. A practical approach evolved, taking into account size of audience, urgency of need, public interest, cost-benefit ratio, and potential for multi-media and multi-audience presentation. *The proposed criteria for project selection are as follows:*[28]

1. *Will it serve a sufficient number of people to be economically feasible?*
2. *Will it be capable of multi-level audience utilization with the addition of appropriate learning situations?*
3. *Will it serve a compelling public interest?*
4. *Will it be an appropriate use of public broadcasting?*
5. *Will it have potential for repeat utilization over a reasonably long period of time?*

These criteria do not offer objective standards by which to judge ideas and proposals, but they emphasize those elements which seem most important to increasing the likelihood of success in terms of satisfying adult education needs in the United States.

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* *A working definition of adult education is included in the Appendices.*

The National/Local Cooperative Planning and Utilization System proposed by the Task Force on Adult Education is based on a set of relationships involving those actively engaged in adult education, local public broadcasting stations, and the national public broadcasting structure, focused on CPB.

In many areas stations already have relationships with councils or committees or groups of institutions interested in adult education. These are potentially very useful to the task of rendering effective educational service to adults, and so a key recommendation of the task force was that *CPB should encourage organization of local "Adult Education Broadcasting Councils" in areas where adequate advisory mechanisms involving local adult education user organizations and institutions do not exist.*[29]

The extensive use of broadcast materials requires integral participation by all groups who may be organizing the learning situations. Membership in the councils, therefore, should be as broad as possible.

These local Adult Education Broadcasting Councils should be used nationally to generate programming priorities based upon inputs from local and national sources.[30] A two-directional process is envisioned. First, local councils would feed to CPB the adult education priorities which they have identified. Second, CPB would feed to the local councils program ideas that have evolved through other local, state, regional, and national mechanisms such as state and national advisory councils, national conferences of producer and user groups, and federally-funded programs for elements of the general public. All of these ideas would be fed into the system for evaluation by local user institutions and organizations in concert with the local stations.

Although the primary goal of that process is to identify programming priorities of national scope, the system will also bring to the surface priorities best treated on a local or regional level. *CPB should consider ways of encouraging regional networks and local groups to develop programming to meet these needs.*[31]

Once programming priorities are determined, CPB should make a final selection of a project area and invite proposals[32] from educational institutions and organizations, working through a local station or system-related production agency.

The Corporation should then make a planning and/or pilot program grant for projects to be undertaken.

This cooperative national-local system should also be used to evaluate the results of the planning or pilot period.

Once that development period is complete, the Corporation should also take the lead in seeking funds for a promising project's full implementation.[33] It is recognized that this cannot be the sole responsibility of CPB, just as it is recognized that the Corporation's own funds cannot carry the full load of these recommendations. The Corporation can, however, exert a positive catalytic effort to enlist support, particularly after it has borne the cost of development and piloting.

The Adult Education Task Force model is presented fully in the Task Force Report. The report also includes related requirements for preparation of non-broadcast materials, rights to use material in non-broadcast media, and other pertinent matters.

Summary of the Programming Question. The task forces, each from its own perspective, recognized that given the structure of education in the United States, there are certain anomalies in the concept of a national instructional programming service. Each, however, recognized that there are educational requirements which can be met most effectively from the national level. The trick is to assure that the national priorities are based on the local experience, and that public broadcasting does not dilute the time-honored American principle of local control as it renders a national service for instruction.

The value of a national-level service rests on its access to resources. Sometimes that means the availability of funds that could not be applied to a project unless it would serve many people. Sometimes it means materials that are national or international in scope. A particular interest, for example, involves the availability of material from other countries, and the other side of that coin is the ability to show the American material to students elsewhere in the world.

In general, the purport of the programming recommendations is to recognize that the Corporation's programming role emphasizes program development, piloting, and agenda-setting.

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5. The Corporation for Public Broadcasting should assure adequate attention to the strategies, materials, and other services which are critical to effective use of educational programming.

When a broadcast program is used as part of an organized instructional process, it exists within a context of other materials and experiences. The better it fits the instructional process, the better it works. Making the program fit—helping to build its context—is the purpose of utilization.

Proper use of instructional broadcasting requires more than a willingness to flick the switch. During the past decade, emphasis has been on the improvement of production. Too little time, talent, and money have been invested in the orientation of teachers and other educators to what is available on instructional television and radio and how programs can be used effectively.

The assumption has been made that if the program is well produced, teachers will turn it on and students will learn from it. Unhappily, mere exposure does not guarantee learning. Responsible teachers will see that their planning is implemented with purposeful activity, involving students actively before and after the broadcast lesson in order to realize specific learning objectives. However, teachers need assistance, additional materials, and a system of program alerts, in order to acquire and use these skills and insights.

The Corporation should facilitate, with financial assistance from USOE or other appropriate sources, the collection and dissemination of successful regional, state, and community utilization efforts, through electronic or print media, to serve as models for stations' ITV directors and school staff development leaders throughout the nation to improve the quality of local utilization.[34]

CPB, working with PBS, NPR, and their member stations in cooperation with local school districts and teacher organizations, should encourage workshops for teachers, administrators, board members of local schools and stations, librarians, broadcasters, and other interested citizens to generate understanding

and support of good program use.[35]

National programming projects with instructional potential should be supported with supplementary materials that will help teachers use the programs as well as possible.[36]

On the local level, several workaday steps by local stations would be helpful. Sometimes a school's own equipment—television sets and the like—can be a major impediment to good use of programs; technical guidance from local stations would be a great help. Local stations should also be encouraged to employ and train a specialist who can help train teachers in effective use of broadcast materials, and who can provide continuing services and materials to schools in order to maintain continuous improvement in program use.

The instructional context of the program is fundamental to its use. What happens before and after the broadcast? What does the student do, read, or respond to in connection with the program? Are the ideas talked about? Are an individual's questions clarified? What is the precise purpose of the program within the curriculum? The effect of these questions should be to redefine program development and production, simultaneously broadening the task and sharpering the objectives. In a sense, the production process is not complete until after the program has been used.

The question of program use is—quite properly—almost inseparable from questions of program planning, production, distribution, scheduling, and promotion. At the same time, the fact that utilization is integral sometimes makes it easy to take for granted. As with so many important things in life, "taking it for granted" is a perilous mistake.

6. The Corporation for Public Broadcasting should actively develop the educational programming applications of related technologies, in order to meet the educational needs of people at all age levels.

Radio and television broadcasting stations, radiating programs through space for reception in homes, schools, libraries, museums, and automobiles, are important to our daily lives. If all the stations suddenly disappeared, we could reasonably expect widespread public panic. The Corporation is primarily concerned with the support of a system of these stations, which have achieved a unique position in serving many needs—including needs for education—of increasing numbers of people. There is every reason to make full use of that capacity.

On the other hand, broadcasters themselves have been quick to recognize that the effective scheduling of programming for education presents enormous difficulties, and that it is virtually impossible for over-the-air broadcasting singlehandedly to serve students' individual requirements for content and scheduling.

It is appropriate, then, to look toward an eventual system in which public broadcasting stations serve a core function but which includes the capacities of multi-channel cable, low-cost audio and video cassettes, the sub-channel capacity of FM stations, further use of the Instructional Television Fixed Service, and other mechanisms as they become feasible. Multiple networks based on satellite technology are not only possible but also likely; experimentation is already underway.

It should be noted also that developments still on the horizon, such as interactive cable systems now in the experimental stage with the support of the National Science Foundation, have great potential for education because they effect a marriage between the technologies of broadcasting and computers.

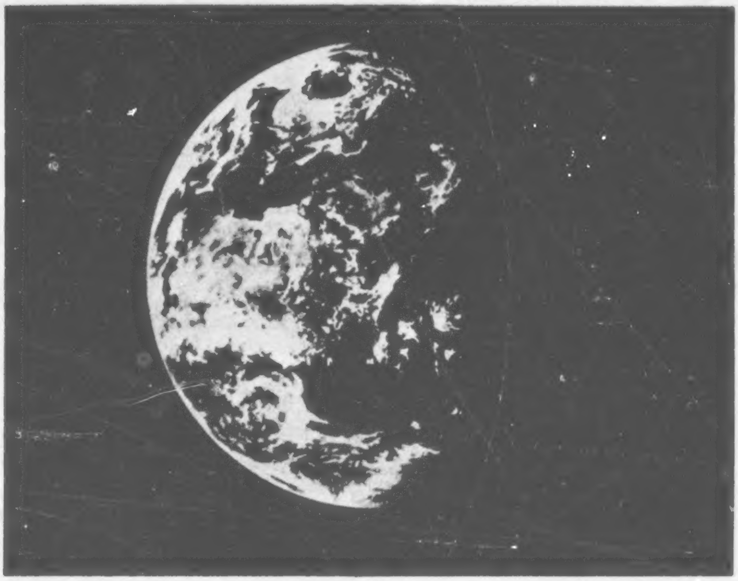
In education, these potentials have importance at all age levels. Young children, for example, can make use of programs during many more hours of the day than any station can devote to one age level. This is not to say that a given child should be exposed constantly to broadcast programs, but that it would be well to have high-quality programming available on the child's schedule. That problem is much more acute as one attempts to serve students in classrooms: it is much better to start the program when it is needed rather than at a given clock time, no matter how carefully chosen the schedule may be. Many adult education groups could make very effective use of aural and visual media, but the highly technical nature of the material or the smaller size of many potential audiences might make broadcasting unlikely for some.

Therefore, CPB should study, with appropriate agencies, ways in which alternate media distribution systems can be utilized or established where broadcast services are inadequate to meet the needs of programming for education.[37]

Combinations of media are often desirable. *CPB should serve as a catalyst, in concert with the national and regional public networks, to develop delivery systems that assist educational institutions and broadcast stations to offer credit courses more effectively.*[38] Broadcast components of the courses should be disseminated through the public broadcasting stations, while responsibility for the delivery of non-broadcast course materials should reside with educational institutions.

CPB should seek to broaden its own legislative mandate, if necessary, in order to include non-broadcast media applications such as the Instructional Television Fixed Service, cable, closed-circuit, satellites, video discs, and cassette technology.[39] Under that broad recommendation there are six subsidiary ideas:

1. Provide information on new technologies.
2. Experiment with development of cost-effective delivery.
3. Promote development of satellite communications to serve remote areas with limited or no access to public TV and radio.
4. Experiment with utilization or two-way audio-video interaction.
5. Encourage the Federal Communications Commission to expedite adoption of necessary rules regarding equal standards in UHF and VHF tuners in TV receivers.
6. Explore ways in which non-broadcasting components can be activated for the improvement of instruction.



7. The Corporation for Public Broadcasting should, through its own operations and through support of others' work, assure an effective program of research, evaluation, and demonstration regarding educational applications of public broadcasting and related technologies.

The need for research, evaluation, and demonstration embraces the evolution of the technology itself, the requirements of students, the design of course material, periodic assessments of current use and effect of instructional broadcasting, and the relationship of broadcast programs to the curriculum.

The previous section (regarding related technology) included a number of recommendations for experiments and demonstrations involving new technologies including cable, satellites, interactive capacity, cassettes and video discs, etc. Those recommendations are equally applicable here.

We face a lack of substantial reliable information on such matters as the extent of current use of broadcast programs; the effectiveness of the program service; attitudes and needs of students, teachers, administrators, and the public; expectations for the future; and similar matters. *Surveys and studies concerning these issues should be conducted cooperatively by the Corporation for Public Broadcasting, the other national public broadcasting agencies, the U.S. Office of Education, and appropriate professional organizations in education.*[40]

As valuable as research would be in several areas, CPB should also foster demonstrations, particularly in the area of program use, in order to upgrade professional practice.[41] Another sort of demonstration project should be used simply to provide operational experience and the dissemination of news about that experience, particularly in the development of new technology. The ATS-6 satellite projects, for example, can hardly be said to be profound research, but they are providing invaluable experience.

CPB should respond to the need for solid research in the design, production, and delivery of broadcast-related courses. A special area of examination should be cost-benefit considerations.[42]

Generally speaking, the behavioral research agenda should concentrate on areas which have clear applications for decision-making. There is little need to repeat the endless "Can television teach?" kind of studies, and such studies as those dealing with perception, distraction, etc. should be cast so as to be useful in the practical world of production and transmission of education materials.

On the other hand, there is need for substantial work on our future technological requirements. Educators have yet to agree on requirements and to work for their application. *The Corporation for Public Broadcasting should have a body of policy, firmly rooted in research, regarding technological standards and requirements.*

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8. The Corporation for Public Broadcasting should facilitate the development of new, more flexible patterns of rights clearance.

Basic national public television rights provide that a program may be given four plays within a three-year period. A "play" is defined as an unlimited number of transmissions by a station during a seven-day period, in accordance with the public broadcasting custom of providing repeats of many programs during the broadcast week.

By and large, stations do not have the right to make copies of the programs for further distribution or to authorize others to make such copies. They do not have the right to authorize transmission of the program by cable systems or other means, except as those systems are seen as simple extensions of the station's transmission.

It is well known that educational institutions do in fact make copies of certain programs for further instructional use, just as some make xerox copies of music scores and small publications. Pending passage of a new copyright law, which has been forthcoming for more than a decade, there has been little interest in prosecution. Passage of the law, however, is certain to bring a bumper crop of test cases.

Simply stated, proper educational usage requires that material be available when a teacher or student needs it. Ideally, then, a given program would be available on demand throughout its useful life. As a practical matter, proper program use requires that public broadcasting include the right to record certain programs off the air, the right to cassette and cable distribution, and the right to use this material any number of times during the agreed-upon life of the program.

It is recognized that these rights are not needed for all programs, but they are necessary for all programs produced specifically for education and for certain other programs that have clear instructional applications.

It is not reasonable to expect such rights always to be free, but it is important to establish a rational process for their acquisition at a reasonable cost.

The Corporation should bring together representative groups to resolve problems of clearance of programs and materials.[43]

The problem of rights clearance is of basic importance to education and public broadcasting. At present, the legal problems associated with copyright, royalties, and clearances directly and adversely affect the potential for broader and more productive use of radio and television in education. As in so many other areas, cooperative action is required involving the institutions of public broadcasting, education, creators of broadcast material, and the users of the material. Once more the Corporation for Public Broadcasting occupies the pivotal position which makes it the natural organization to provide both leadership and a forum for all the parties concerned.

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9. The Corporation for Public Broadcasting should encourage the development of the skills of aural/visual literacy and critical listening/viewing.

In urging the appropriate applications of broadcasting in education, particularly in an age when most people get most of their national and world news from television, it is important that we develop a citizenry that is literate—that is, able to understand messages and evaluate them critically—in the broadcast media as well as in print.

The growing importance of electronic media make virtually everyone a frequent consumer of electronic communications, and the development of visual/aural literacy becomes a fundamental aspect of consumer education.

At all levels of education the Corporation should work with other concerned organizations to develop programming and other educational material and to encourage classroom sessions, workshops, and informal training opportunities, leading to more perceptive and critical viewing and listening.[44]

Officially or unofficially, every medium has its own grammar and its own style. Messages are formed, transmitted, evaluated, and responded to in ways suited to the medium at hand. Radio and television are pervasive media, used daily for a bewildering variety of messages from the most trivial to the most profound. If radio and television are to be realized fully as instruments for education, and if viewers and listeners are to be literate in these media as in the print media, the need for this kind of literacy must be recognized and acted upon by public broadcasting.

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10. The Corporation for Public Broadcasting should recognize and support effective activities for promotion and community outreach in the educational applications of broadcasting.

The areas of promotion and community outreach are as important in education as they are in other aspects of public broadcasting. They include the following objectives:

1. Establish within education and among the general public a favorable climate for the appropriate development and use of public broadcasting.
2. Encourage program use by a maximum number of persons from the audience group for whom the program is intended.
3. Encourage the appropriate instructional application of programs intended for general audiences.
4. Encourage regular mechanisms of public feedback to local stations and through them to the Corporation itself.

It should be noted that "promotion" in instructional broadcasting is not limited to institutional or administrative communications. Broadcasting's educational services should be available to as many persons as possible. Furthermore, the educational potential of public broadcasting is not well understood by the general public, educators, or even by broadcasters themselves. *CPB should mount a continuing national effort to develop understanding and acceptance of instructional broadcasting among educators, broadcasters, students, and the general public.*[45] Parents of school-age children are a particularly important audience for these "promotional" efforts.

Community outreach—the development of regular two-way communications between the broadcasting station and its various publics—is becoming a professional specialty within public broadcasting. More and more public broadcasting stations and related organizations are recognizing the reciprocal benefits of a genuine continuing exchange involving the station and the elements of its community. The sum of these local exchanges also can become a broad sounding board of service to CPB and other national public broadcasting organizations. Therefore, *the Corporation should encourage and provide financial grants to public radio and television stations for employment of full-time coordinators of community outreach to facilitate and organize regular mechanisms of public feedback to local stations, and through them to the Corporation itself.*[46]

In many ways, the promotion of this specialized aspect of public broadcasting is particularly complex. There are a great many audiences. Some are in Congress and some are in individual rural schools. Each has its own requirements. Information must be available on the field as a whole and also on individual programs and services. *CPB should respond to this problem through the establishment of a clearinghouse and library on public broadcasting and education.*[47] Such a service need not duplicate other existing information sources, but it should provide a comprehensive focus for a wide range of inquiries. There should be information about specific programs and courses; research data; materials available for use in future courses; effective techniques for using programming in education; in short, the full range of information to encourage the use of broadcasting in education, and to help in making its use effective. The establishment of such a clearinghouse and library, employing and building upon capabilities of existing institutions and organizations, should be undertaken by the Corporation as an early step in its service to education.

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11. The Corporation for Public Broadcasting should move at once to act upon these recommendations, initially by conducting a financial analysis, determining a calendar agenda for specific actions, and assigning responsibility for developing funding. The Advisory Council is a willing partner in assisting implementation of the recommendations and seeking solutions to the funding problems.

By means of these recommendations the Advisory Council proposes a broad, realistic program that can be of great benefit to education and to public broadcasting. While many of these activities can be undertaken at once, it is recognized that complete implementation of such a program must take time, and that resources must be found and allocated. ACNO does not consider its job done with the submission of this report. On the contrary, the Council will continue its role of advice and partnership to help realize the enormous potential of public broadcasting in American education.

CONCLUSION

There is no magic wand. To declare "What we need is another 'Sesame Street' " is to miss the point. In considering public broadcasting and education, the real need is for a point of view leading to an ongoing agenda for action. Such a point of view is the substance of these recommendations.

Fundamental to that perspective is the need to improve the basic relationship between broadcasting and education, natural allies with very little rapport. One of the problems has been the lack of a national focus of leadership in public broadcasting with regard to education. The Corporation can and should right that situation.

The work of the Corporation should represent the eclectic, diverse nature of America itself, particularly with regard to its cultural pluralism.

Given these fundamentals, what are the operational elements of success? A strong professional corps. Support for programs and for their effective use. Broadening capacity by applying useful new technology. Looking to the future through research, development, and demonstration. Attacking the tangle of problems in rights clearance. Working to develop an audience that is literate in the electronic media. Assuring that the service is known, that the facts are there, and that audiences are heard as well as served.

Each of these headings carries its own set of specific actions to be undertaken. The individual reports of the task forces include even more. Some of these specifics are complementary to one another, and others represent alternative actions. The important thing is the point of view.

With the completion of this study, the Corporation has before it a multifaceted but cohesive approach to the question of public broadcasting and education. As it considers its response, the Corporation should recognize particularly that neither the problem nor the solution can be considered in discrete fragments. No matter how modest the initial response must be, it should be in the form of a program of actions which recognizes the scope of the long-range task. That long-range task *will* require more money, and some of it will be needed, not instantly perhaps, but soon.

Then the important thing is to keep going. The Corporation is embarked on important and difficult work. It is a latecomer in a prominent position. It can build on some present success, but it also must clear away a certain amount of wreckage. While wisdom and financing will be very important, this campaign must be won also by the homely virtues of patience and persistence.

It is time to begin.

APPENDICES

Appendix A

Definition of "Instructional"

We differentiate instructional from educational use of broadcasting media this way: Instructional use involves an intentional feedback mechanism or learning environment plus a relationship with an institution which has specific educational objectives. On the other hand, educational use involves institutions which have educational objectives, but is essentially one way use, with the learning environment or feedback mechanism left to chance. Also, it must be recognized that all media have some impact on the receiver, and to this extent are broadly educative in a culture. But for all purposes here, we are concerned primarily with "instructional" and "educational" in the institutional sense described above.

In effect we have three tiers. At the bottom or broadest level we have all media, since all media have cultural educational impact (news programs, the "Boston Pops," and even "All in the Family"). At the second level we have programs having a general educational objective without plans for organized learning situations ("Mr. Rogers' Neighborhood," "French Chef," and National Geographic specials).

The third level includes only those programs specifically designed by educational institutions and which have a feedback mechanism or learning environment built into the design ("Ripples," the new math Program). Some programs come between levels and need to be better analyzed as to where they fit ("Sesame Street" and "Zoom").

Appendix B

Definition of "Adult Education"

The task force has adopted the definition used by the National Center for Educational Statistics, USOE, for its triennial surveys of adult education in the United States. NCES defines adult education participants as "persons beyond compulsory school age, 17 and over, who are not enrolled full-time in a regular school or college program and are engaged in one or more activities of organized instruction."

Note that this covers participants in programs operated by employer organizations, professional associations, labor unions, proprietary schools, hospitals and social organizations. It also includes people who are in credit and noncredit programs.

Footnotes

1. Post-Secondary Formal Task Force, Recommendation 12, page 87. Adult Education Task Force, page 94.
2. Post-Secondary Formal Task Force. Recommendation 6, page 84. Elementary-Secondary Task Force, page 72.
3. Post-Secondary Formal Task Force, Recommendation 11, page 86.
4. Elementary-Secondary Task Force, pages 67 and 69.
5. A theme of all four task forces. See particularly the Elementary-Secondary Task Force, page 65.
6. Elementary-Secondary Task Force, page 66. Post-Secondary Formal Task Force, page 85.
7. Elementary-Secondary Task Force, pages 67-68.
8. Elementary-Secondary Task Force, page 68.
9. Post-Secondary Formal Task Force, Recommendation 8, page 85.
10. Such activities were proposed by all task forces.
11. Early Childhood Task Force, Recommendation 7, page 54.
12. Elementary-Secondary Task Force, page 68.
13. Elementary-Secondary Task Force, pages 67-68.
14. Elementary-Secondary Task Force, page 68.
15. Post-Secondary Formal Task Force, Recommendation 8, page 85.
16. Elementary-Secondary Task Force, page 68. Post-Secondary Formal Task Force, Recommendation 8, page 85.
17. Early Childhood Task Force, Recommendation 7, page 54.
18. Post-Secondary Formal Task Force, Recommendation 8, page 85.
19. Early Childhood Task Force, Recommendation 2, page 50.
20. Early Childhood Task Force, Recommendation 3, page 50-51.
21. Early Childhood Task Force, Recommendation 1, page 49.
22. Elementary-Secondary Task Force, pages 69-70.
23. Elementary-Secondary Task Force, page 69.
24. Elementary-Secondary Task Force, page 70.
25. Post-Secondary Formal Task Force, Recommendation 2, page 82.
26. Post-Secondary Formal Task Force, Recommendation 4, page 83.
27. Post-Secondary Formal Task Force, Recommendation 7, pages 84-85.
28. Adult Education Task Force, Recommendation 1, page 93.
29. Adult Education Task Force, Recommendation 2, page 95.
30. Adult Education Task Force, Recommendation 3, pages 95-96.
31. Ibid.
32. Adult Education Task Force, Recommendation 4, page 96.
33. Adult Education Task Force, Recommendation 5, page 97.
34. Elementary-Secondary Task Force, page 66.
35. Ibid.
36. All task forces stressed the need for supplementary materials.
37. All task forces urged the use of nonbroadcast technologies in addition to broadcasting.
38. Post-Secondary Task Force, Recommendation 9, page 85.
39. Elementary-Secondary Task Force, page 73.
40. Elementary-Secondary Task Force, page 71. Post-Secondary Task Force, Recommendation 5, pages 83-84.
41. Elementary-Secondary Task Force, page 66.
42. Post-Secondary Task Force, Recommendation 5, pages 83-84.
43. Elementary-Secondary Task Force, page 72. Post-Secondary Task Force, Recommendation 6, page 84. Adult Education Task Force, Recommendation 6, page 98.
44. Elementary-Secondary Task Force, page 71. Post-Secondary Task Force, Recommendation 10, page 86.
45. Elementary-Secondary Task Force, page 74.
46. Early Childhood Task Force, Recommendation 5, page 52.
47. Post-Secondary Task Force, Recommendation 11, page 86.

REPORTS OF THE TASK FORCES

"Public Broadcasting and Education," the report to the Corporation for Public Broadcasting, was built upon the work of four task forces. The members of those task forces were selected by ACNO and CPB early last year, to conduct intensive inquiries and make recommendations in four areas: early childhood education, elementary-secondary and teacher education, post-secondary formal education, and adult education.

While the reports of the four task forces are not, and were not intended to be, part of the final report to CPB, they provide important background to that document. For that reason, the task force reports have been included in this book, along with selected appendices. A list of the members of each task force appears on pages 2 and 3.

Report of the Task Force on Early Childhood Education

Introduction to Early Childhood Task Force Report

The Early Childhood Task Force began its operation in May, 1974, and had meetings as a whole on May 22, July 1-2, September 26-27, November 8-9, December 4-5. The Task Force itself was made up of broadcasters, educators, and users. These members made contacts with many people in special fields and brought to the group a wide range of recommendations.

Three "speakouts" were held, at which representatives from organizations on ACNO, commercial broadcasters, public broadcasters, educators and parents presented their views on children's programming. One speakout was held in Chicago, one in Los Angeles, and one in Washington, D.C.

The Convention of the National Association for the Education of Young Children, November 23-26, hosted a speakout where many professional and paraprofessionals from the field of Early Childhood Education had an opportunity to present their views.

At the Denver Task Force meeting, held September 26-27, presentations were made by Margaret McFarland and Barry Head from Family Communications, Inc., Pittsburgh, and Ed Palmer from the Children's Television Workshop, New York City.

At the Washington Task Force meeting held November 8-9, the following advisors attended: Howard Spergel, Eastern Educational Network, and Rhea Sikes, Director of Educative Services, Public Broadcasting Service.

Another approach to gathering information from parents was a questionnaire circulated through the National Association for the Education of Young Children and the Association for Childhood Education International. The data gathered by this instrument was invaluable to the Task Force.

Several Task Force members attended the NAEB meeting in May, and again in November in Las Vegas, Nevada. At the May meeting Father Fiore, Chairperson, gave a progress report of the work of the Task Force.

At the December meeting held in Columbia, Maryland, the report was written. From the outset a concerted effort was made by the Early Childhood Task Force to involve many organizations and people from the fields of education and broadcasting, as well as parents from a wide spectrum of geographical and economic backgrounds.

Summary Listing of Recommendations

1. The Corporation for Public Broadcasting should encourage the development and adequate funding of programs which will be helpful to parents of young children.

2. The Corporation for Public Broadcasting should encourage the de-

velopment and funding of programs which feature *both* the cognitive and affective dimensions of human growth and development in young children.

3. The Corporation for Public Broadcasting should encourage the principle of diversity in the development of program material, patterns of scheduling which recognize that early childhood covers a wide span of years, a wide diversity of needs and interests, and a wide expanse of developmental areas, physical, emotional, social and intellectual.

4. The Corporation for Public Broadcasting should provide funds to publicize and promote children's broadcasting.

5. The Corporation for Public Broadcasting should encourage and provide financial grants to public radio and television stations for employment of a staff member to keep the station and CPB tuned into the public's reaction.

6. The Corporation for Public Broadcasting should support and facilitate the implementation of delivery system models for early childhood education which incorporate both broadcast and non-broadcast elements.

7. The Corporation for Public Broadcasting should establish fellowships for experienced broadcast personnel.

Trends in Early Childhood Education

Introduction

Some of the trends in our society, identified below, have a direct impact on the lives of young children and, as such, make new demands for services to these children and their families.

1. The national trend toward changing family structures and life styles has had considerable impact on child care patterns in this country. More mothers are joining the work force; single persons, necessarily employed, are raising children; adoptions are being made by the unmarried, including men. Under such circumstances, the demand for diverse child care facilities has grown.

To meet these needs child care facilities and services range from infancy through childhood for increasing numbers of children. Moreover, centers must operate on a twelve month basis.

Early care allows early detection and remedy of developmental problems, such as visual, hearing and learning malfunctions.

2. One emerging emphasis in education is based upon a recognition of the child's ability for individual initiative in learning. Implicit in this thrust is a trust in the individual's ability, with direction, to pace his own learning and to choose among options for learning. The names given to this trend may be Open Education, the ungraded classroom or a host of others which may or may not describe the processes in which the child is involved. However, basic to each model or format is the teacher's understanding of the stages of child development, of the teacher's ability to recognize and respond to these, and the presence of supportive personnel and materials which help the teacher to facilitate the child's progress. There is built-in flexibility for teachers and children to grow within the educational setting.

3. Along with the increased number of child care centers, new patterns of sponsorship and control are emerging. There are growing numbers of centers supported by governmental agencies, by parent cooperatives, by industries, by unions, and even by private business. Any child care facility and program must safeguard the health and support the developmental needs of children. It is crucial, therefore, that good standards be maintained and that systematic evaluation be employed for this purpose.

4. There is a movement to hold teachers more accountable for their work. Preschool teachers must be able to demonstrate certain qualifications in instructing young children, and they now expect a continual assessment of their effectiveness.

Obviously there is some danger in such accountability. Teachers under pressure to teach a predetermined set of skills to all children will, in turn, demand performances from their students for which all may not then be capable or ready.

5. Early childhood education, as education at other levels, has become more sensitive to the truth that

America is not, and should not be a "melting pot" so much as a harmonious symphony. This symphony combines different languages, cultures, religions, racial and ethnic elements.

This new viewpoint is closely allied to an awareness of the value of positive self-identification and affirmation. Research has shown that optimum learning and development does not occur unless the young child has developed pride in himself, his family, sex, ethnic or racial group, locale, etc.

6. There is increasing concern about educating young adults to become good parents. Child care centers and primary schools offer the perfect laboratory situations for these young people. Many high schools as well are providing theory classes in development and child rearing and in granting credit for field experiences. This is the next best thing to "having a child." This trend has been recognized by the Office of Child Development which gives financial support to various agencies for such programs.

7. The Early Childhood Education movement has traditionally been grounded in the knowledge that the young child grows, develops and learns as an indivisible, integrated person. Considerable attention has been paid to this status as a developing social being who learns to cope with important demands in an expanding milieu.

A current trend has sometimes emphasized cognitive learning in ways which frequently distort educational needs of young children, and which are contrary to the substantial body of research and empirical knowledge about the integral nature of cognitive and emotional growth, and comprehensive learning in the early years.

There is a heavy financial investment by commercial interests in producing and distributing materials which support this trend towards a fragmented, cognitive emphasis in education.

A sizeable element within the early childhood education field is active in renewing the imperative for balanced, comprehensive, integrated education for young children. Thus, a countervailing trend exists today and continues to gather strength.

Conclusion

Although early childhood education is not new, the growing realization of its overriding importance is. Head Start in the 1960's awakened a nation to a potential that had been overlooked. This decade is carrying the nation into a movement for universal child care. What new vistas remain the future will reveal. Early childhood educators are accepting the challenges and opportunities now present to provide developmental care and quality education to youngsters from birth to eight years, using a wide variety of methods and programs. Public broadcasting should play a salient role in this exciting level of education.

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Basic Assumptions of the Early Childhood Education Task Force Recommendations

The educators, broadcasters and users who constituted the Early Childhood Education Task Force of the Corporation for Public Broadcasting quite naturally approached their duties from attitudes—both professional and personal—which were in large part determined by their professional and personal experience with young children. To do so was certainly not unusual. But what their attitudes were might not immediately be apparent to readers of this Report without some explanation.

For this reason we have included this prefatory "glossary of ideas" which informed our own thinking during the process of these past six months.

To appreciate the recommendations which follow, one should first of all attempt to place oneself at the same vantage point from which the Task Force saw its task. Otherwise, the presence of certain recommendations and the absence of others might seem curious; still more crucial, without explanation of our basic assumptions the reader might not always see some of the interconnections and, indeed, inter-dependencies among the recommendations.

Those inter-dependencies, in turn, also determined another facet of this report. At its final meeting the Task Force decided not to rank or place priorities among its recommendations. In fact, it became apparent that there were *several* possible innate orderings or priorities implicit in these recommendations. In terms of programming content, for example, the recommendation dealing with parenting for early childhood education is paramount; however, in terms of utilization, the several recommendations on Community-Outreach Coordinators and alternate or, better, supplemental models of delivery systems come to the fore.

What motivated the Task Force, then, to narrow its many recommendations (at one time numbering almost thirty) to these seven? What presuppositions did our educators, broadcasters and users have in mind after the interviews, speak outs, questionnaires and expert testimonies, the meetings and private consultations—and before the writing of this Final Report? They came down to the following:

Early Childhood is best described in terms of the total network of individuals, agencies and professions which inter-connect and interact to support the development of the innate potential of young children. This network is tenuous and dynamic: it changes from place to place, month to month, year to year. It includes broadcasters, just as it includes parents and teachers and the children themselves, who teach and learn from each other.

Even within the field called Early Childhood Education, matters are not so precise and orderly as, perhaps, in other sectors of education. As we know, the child moves in a multidimensional orbit, so that much, or most, early childhood education takes place outside formal classroom situations: in Day Care and Head Start Centers, nurseries, and most obviously, the home. Children, of course, "teach" and learn from each other in the most abundant, naturally effective and enjoyable method which adults call "play."

The Task Force sees the role of public broadcasting precisely as tapping into this expansive and amorphous network; at its best drawing upon the natural potential of learners and users (children), and also putting back into the network-equation its best techniques and expertise to aid and not interfere with either the network or the natural processes of learning.

Readers of this Report should see all of the Task Force's recommendations within the context of these networks, at both national and local levels —but especially the latter, for education is most effective and adequate when most personal. Broadcasting's role is not to supplant or disrupt networks of early childhood educators (children, parents, teachers, etc.) but to help these do their respective tasks better.

In a technological age, the Task Force feels, it is easy to lose sight of the fact that education, during early childhood as at every level, is essentially an active (not passive) process. In a real sense, children teach themselves; all others in the network are, inevitably, either facilitators or detractors from this process. Learning takes place even before the child is born and, more obviously, from birth. Learning is best when it is enjoyable, and the situation of play is itself a multi-dimensional, social, educational situation.

In this network of early childhool "educators" the role of the Community-Outreach Coordinator (cf. Recommendation #5), and of Early Childhood Broadcast Interns (cf. Recommendation #6), take on added importance. For these are, locally, the points of connection between public broadcasting and the other members of the Early Childhood Education "network." On the other hand, as the dimensions of the

United States' delinquency, abandonment and child-abuse rates become more glaringly apparent, it is clearer than ever that marriage does not of itself confer ability for child-rearing. Hence the Task Force's first recommendation, to educate parents in their roles as parents.

Because the child's attitudes about himself and significant others in his life materially affect his *desire* and *ability* to learn, just as it colors what he learns, the Task Force has stressed the importance of the affective element of Early Childhood education, precisely as it is communicated in and along with the cognitive element (cf. Recommendation #2).

Finally, the Task Force sees as basic the notion of diversity in Early Childhood Education broadcasting. So much depends on local broadcasters and *their* budgets and *their* priorities in tailoring public broadcasting to specific local constituencies, including young children. What meets the needs of one locale may be superfluous to another; what is broadcast at one time may be inconvenient or useless in terms of scheduling to parents in the home, or teachers in the schools and nurseries. Certainly broadcasting is the prime delivery system for now; the Task Force recognizes the enormous legal and developmental task in even considering supplemental models for educational delivery systems, such as use of materials developed for use via cable and ITFS systems, film, printed media, and on video cassettes and discs. There are problems of rights and clearances and, we recognize, under current limitations, such alternate or supplemental delivery systems fall outside the purview of the Corporation for Public Broadcasting.

But if the role of this Task Force, as of the others, is really to be useful to public broadcasting, restrictions of "what is" ought not to be super-imposed on what "could be" or, better, what "should be." Our task has been to advise the Corporation for Public Broadcasting as now constituted, and we have done that. But in a larger sense, as constituents representative of the public, we have a larger responsibilty—at once to the public and therefore to the Corporation for *Public* Broadcasting as well—to see what, first of all, is *needed* by the public. And then, where there is good will and know-how, perhaps those responsible can do what must be done, regardless of present limitations, to meet those needs.

Early Childhood Education RECOMMENDATIONS

RECOMMENDATION #1: The Corporation for Public Broadcasting Should Encourage the Development and Adequate Funding of Programs Which Will Be Helpful to Parents of Young Children in Their Parenting Roles.

Since the home is the child's first classroom, parents are the first, privileged and most important teachers that children will ever have. However, due to the changing nature of the American family, a growing number of parents (including teenagers) must face the mature task of child-rearing without the assistance and example of their own parents, grandparents, other relatives and close neighbors. Even in cases where community services exist which would aid them in child rearing, economic circumstances and problems of transportation often prevent parents from availing themselves of this help. Thus, a need exists for services which are readily accessible to parents and which aid them in the development of child-rearing skills and the understanding of child growth and development.

Public broadcasting can meet this need through programming which is specific to the child rearing process. Basics such as the physical, emotional, social and intellectual development of the child should be stressed. However, emphasis should also be given to the ways in which the interaction between parent and child promotes the development of trust, self-assurance and other self-affirming characteristics in children.

In order to be effective, programming must go beyond the level of merely transmitting information. It should be so designed that the parent has the opportunity to assimilate and react to the information that is presented, and in doing so, realize qualitative changes in behavior related to parenting.

A first step would be for the Corporation for Public Broadcasting to marshal a broad spectrum of interested professional and non-professional public involvement at the local and national levels. Among the professionals, there would be social workers, public health workers, child development specialists, psychologists and broadcasters. They would aid in establishing criteria for programming for parenting and, with materials and technical assistance provided by programmers, they would clarify concepts and reinforce appropriate changes in parents' attitudes and behaviors. They would also interpret to programmers on the local and national levels, information about parental growth and change and further concerns for additional or different programming. Thus, the parent becomes not only the recipient of broadcast services, but also an active partner in the planning of such services.

Funding for this proposed programming should be provided by the Corporation for Public Broadcasting in cooperation with public health, mental health, community development sources, corporations and foundations.

Community Outreach Coordinators (see Recommendation #15) would enable broadcast communicators to broaden their perspectives on parenting. It could also be the first step in establishing liaison with individuals and organizations which in turn would provide suggestions and implementation for parent programming.

The above recommendation applies not only to parents but also to others who work with children in home and group care settings.

RECOMMENDATION #2: The Corporation for Public Broadcasting Should Encourage the Development and Adequate Funding of Programs Which Feature Both the Cognitive and Affective Dimension of Human Growth and Development in Young Children.

Until recently there has been an overemphasis in children's broadcasting on the development of cognitive skills, whether in terms of exposure time or in research and evaluation of the quality of programming. Such emphasis can be detrimental to integrated growth and development because it ignores other aspects of the child's development. Children's programming must be designed to facilitate integration of intellectual knowledge of subject matter with improvements in self-knowledge, creativity, and interpersonal sensitivity. In attempting to meet this goal, the Corporation for Public Broadcasting is urged to encourage and assess the applicability and effectiveness of various media, and various methods within each medium.

The Task Force on Early Childhood Education recognizes that cognitive development is more easily measured than affective development. New and equally essential objectives seem to be developing: objectives dealing with self-awareness, happiness, creativity, fulfillment which have human and personal growth as their criteria.

Another aspect of concern in the affective area is that the Corporation for Public Broadcasting provide programs which contain both multicultural and multi-national experiences. These programs could contribute substantially to the extension of the child's world view beyond the bounds of family and neighborhood, thus supplanting the inadequacies of organized educational efforts and institutions in this regard.

RECOMMENDATION #3: The Corporation for Public Broadcasting Should Encourage the Principle of Diversity in the Development of Program Material, in Patterns of Scheduling Which Recognize that "Early Childhood" Covers a Wide Span of Years, a Wide Diversity of Needs and Interests, and a Wide Expanse of Developmental Areas—Physical, Emotional, Social and Intellectual.

1. It is suggested that the production of children's broadcasting include programs that serve the developmental needs of the young child; that serve the needs of

specific locales; that serve needs or preferences of children for a variety of formats and treatments; that serve specific ethnic needs and interests.

2. Scheduling is in the purview of local stations, but Corporation for Public Broadcasting should encourage schedulers to remain continually aware that Saturday mornings and summertime are times when young children watch more television; that summertime is a logical time to present programs for simultaneous viewing by both parents and children; that school vacations provide another opportunity for special programming.

RECOMMENDATION #4: The Corporation for Public Broadcasting Should Provide Funds to Publicize and Promote Children's Broadcasting by Whatever Means are Best Suited to Reach Both General and Target Audiences.

Optimum use is not made of public broadcasting at this time by the public. Programs and series of programs of the finest quality, with the highest educational and/or instructional goals may be developed, but unless they are seen and heard by the youngsters for whom they were developed they are similar to a wonderful gift which has never been opened. Resistance to public broadcasting should be tracked, examined and rectified. The Task Force feels that some of the reasons for the lack of audience awareness of existing broadcasting materials are:

- —lack of proper publicity
- —lack of advance notice
- —lack of promotional programs for the materials
- —lack of a system for public feedback or opinions of materials.

A young child's intense need and desire for stimulation is known. A young child's intense delight and interest in television and radio is known. Outstanding programs for the young child have often been produced for school and home without apparent audience awareness. Why?

The reason that parents and young children are not aware of many of the programs written for them, except **Sesame Street** and **Mister Rogers' Neighborhood**, is simply because of the cost of promotion and publicity.

This is an area where the Corporation for Public Broadcasting might encourage funding participation from the business community. A few new programs, such as **Villa Alegre,** have received outstanding help from Exxon which has paid for advertisements in national magazines. Xerox paid for a half-hour promotional on commercial TV for **Sesame Street.**

Following is a suggested approach to a national promotion campaign. All of these steps are necessary to an effective national campaign in the general area of children's broadcasting; however, we recognize that certain elements could be selected for use in the promotion of individual series. Of course, the strength of any national campaign is based upon sufficient support at the local level.

1. **Round Robins.** These would be a series of local meetings attended by instructional television and public information personnel. Each group must learn the techniques, processes, and concerns of the other.

2. **Materials.** Promos. These would be a series of "slick" promotion spots produced for use on commercial and PBS stations to promote programs and public television generally.

Print. A series of ads would be designed for use in national magazines. These would be designed to increase awareness of the specific program and public television generally. A brochure on public television would be developed.

How-to-do-it kits. Suggestions for regional and local programmers on how to write press releases, ideas on where to place them, follow-up ideas, color prints or slides, mats for local ads.

3. **National Promotional Program.** This would be a "slick" production with the goal of giving the public a general idea of the kind of productions now being broadcast or in "coming attractions" and how much their support is needed.

4. **Evaluation.** The Task Force Committee and Corporation for Public Broadcasting staff should conduct regu-

lar evaluation on the process and techniques of promotion.

It should be emphasized that production and broadcast of a national program is only one component of a total national campaign.

Most of the publicity and promotion of programs directed to young children must be done by local stations with the help of their Community Outreach groups (cf. Recommendation #5). A percentage of funds might be allocated by the Corporation for Public Broadcasting to local stations to be earmarked for promotion and publicity. The importance of local cooperation with community groups is important in distributing information via public and private or parochial schools, PTA, and various target group organizations. Distribution of publicity and request for feedback from parents might also be done in supermarkets, and similar retail outlets.

It is also recommended that a TV Guide for Children be instituted.

RECOMMENDATION #5: The Corporation for Public Broadcasting Should Encourage and Should Provide Financial Grants to Public Radio and Television Stations for Employment of Full-Time Coordinators of Community Outreach to Organize and Facilitate Regular Mechanisms of Public Feedback to Local Stations, and Through Them to the Corporation Itself.

The backbone of this mechanism of local-national feedback would be local, station-coordinated, community outreach groups. Where a given locale has both a public radio and a public television station, one such community outreach group with joint radio-TV coordinators would serve both local stations.

The Corporation for Public Broadcasting should encourage the development of local community outreach groups as a matter of policy, with funding to local stations to provide full-time coordination for these essentially volunteer groups.

Community outreach groups would be guided by station coordinators in identifying and specifying local needs and suggestions for local and national public broadcasting.

The Community Outreach Coordinator would be responsible for organizing efforts to mobilize the participation of community groups and target audiences in specific programming projects.

The Corporation for Public Broadcasting, through surveys of these groups and coordinators, should evaluate data received from them and make them available to public broadcasters. The Community Outreach Committee of ACNO should regularly assist the Corporation for Public Broadcasting in evaluation of material and suggestions received from local community outreach groups.

Ascertainment-feedback mechanisms must be regarded by CPB, PBS, NPR, and local stations as an obligation incumbent upon public broadcasting by its very nature.

Finally, as regards specifically evaluative feedback and research mechanisms pertaining to Early Childhood Education, the Corporation for Public Broadcasting's Department of Research and Development should work closely with national and local community outreach groups to ascertain effectiveness of specific educational programs produced and broadcast by public radio and television.

RECOMMENDATION #6: The Corporation for Public Broadcasting Should Support and Facilitate the Implementation of Delivery System Models for Early Childhood Education Which Incorporate Both Broadcast and Non-Broadcast Elements to Meet Needs and Special Conditions of Educating Young Children.

The early childhood constituency is unique; it includes not only youngsters from birth to about eight years of age but also late adolescents and adults (generally young) who are prospective or actual parents of young children.

It is also unique in that both the children and the related adults receive their education in a wide variety of settings. Most of the children are at home; some are in group care; while others are in organized school situations.

The prospective/actual parents are in school, at home, and in the labor force.

Parents may share their mothering/fathering tasks with older siblings, with untrained helpers, with paraprofessionals, or with highly trained professionals. In the main, they are part of the changing scene with its mobile life style, its rootlessness, and its fragmentation in terms of large family constellations. The early childhood constituency shares with all the population diversified life space and styles: urban, suburban, rural, isolated, congested, as well as a whole spectrum of cultural and economic conditions.

In the early years most children are not in regular attendance in formal school settings. They can, to a significant degree, be served educationally by the media of public television and radio. However, current patterns of scheduling broadcasts for young children are inadequate (cf. Recommendation #3). Public television stations have only a certain number of hours available to serve all the public. Young children can use programs any time from 6:00 a.m. to 7:00 p.m.—a 13-hour span of child care hours —which Public Broadcasting Service stations cannot supply.

Therefore, it is desirable to have alternate delivery systems so that program access and use can be controlled by adults in charge of young children.

Such control is necessary to the crucial factors of timing, of selected repetition, and, at an appropriate time, of stopping the more passive acts of watching/listening in favor of child activity—all in the interest of supporting the natural, effective learning patterns of young children.

The state of the art of such systems as video cassettes, video discs, audio cassettes, cable TV, ITFS facilities, etc. are expertly discussed in Section V of the Witherspoon report and are directly related to meeting the special needs for greater user-control in the early childhood sector; there is no need to repeat them here.

Special attention should be called to the importance of experimental techniques for transmitting the audio portion of television in such a way that additional audio channels can be transmitted to provide bilingual TV sound channels. This particular feature would serve one of the high priority goals in early childhood, that of a multi-cultural approach in a "mainstream" context of national programming.

Another development, interactive cable service, points to a very useful system, particularly in programs for parents and others who are responsible for the education and development of young children. In such a system they would be able to gain important information about available resources and services (community, health, social, educational) for their children—information that is region-specific and therefore highly functional.

A second point in this recommendation refers to supplementary materials. Broadcasting alone can provide stimulation to young children for their own learning. But the nature of the young child's learning process requires more than stimulation as provided by broadcast TV and radio. It requires that he actively use concrete materials and personal events to re-experience, to recall, to respond, to recreate.

It is, therefore, desirable to develop a delivery system which can provide broadcast-related reference materials such as pictures, audio tapes, records, books, manipulative materials, games, etc. Purchase and library-type loan arrangements, both mobile and fixed, could well be part of the system.

Contractual arrangements should be made with media production units, with national educational laboratories, and with commercial producers of print, non-print, constructive, and manipulative materials for production and marketing of these reference materials.

The Corporation for Public Broadcasting should develop guidelines for such contractual agreements which take into account quality control, acquisitions, and economic accountability.

RECOMMENDATION #7: The Corporation For Public Broadcasting Should Establish Fellowships for Experienced Broadcast Personnel.

The pressure of time in the broadcasting area permits little opportunity for personnel in the broadcasting profession to be aware, in depth, of the many needs and complexities of early childhood education.

Fellowships for producers, directors, public information workers and other station personnel would enable them to recognize and more easily define the needs of the early childhood education, how broadcasting can help meet these needs, and how broadcasting can be instrumental in solving problems or meeting needs.

If a broadcaster spends a reasonable length of time delving into preschool care, day care centers, Head Start programs, the problems with which parents of young children must cope, he would return to his work with firsthand information that would result in more purposeful and useful communications.

Further, there will be reciprocal benefits for the fellow and those with whom he works in the Early Childhood Education field.

The Corporation for Public Broadcasting should set aside money for this purpose and also consider funding these fellowships in conjunction with special interest groups and foundations.

Appendix: Clustering of Recommendations Concerning Affective Development

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It seems there has been an implicit concentration upon the development of cognitive (intellectual and knowing) skills both in terms of exposure time as well as with regard to the research, and evaluation of the quality of programming. Such emphasis can be detrimental to integrated growth and development if it does not equally attend or indeed ignores the child's affective (emotional, feeling, creativity, being) side which must be inextricably linked to the learning of cognitive skills. The goal in this regard must be to integrate intellectual knowledge of subject matter with improvements in self-knowledge, creativity, and interpersonal sensitivity. In attempting to meet this goal, the Corporation for Public Broadcasting is urged to encourage and assess the applicability and effectiveness of various media and various methods within each mode. Additionally, the Corporation is expected to provide young children with both multicultural and multinational experiences that would contribute substantially to the extension of their moral community beyond the bounds of family and neighborhood, thus supplanting the inadequacies of organized educational efforts and institutions in this regard.

The originators of Sesame Street proclaim the following: "We did not expect each child to play the violin or to become an architect or a poet, these things being particular goals defined by the individual child's aptitudes, interests, and experiences but we assumed that all children would learn to read and to write." In contradistinction, we maintain that education should be viewed as a process of actual living, and not merely a preparation for future living. Each child and each person must learn how to be his own artist, his own musician, his own scientist, his own poet, his own historian, his own navigator. Parents and teachers assist in this growth and development by equipping the child with deeper, more gripping and subtler ways of knowing the world and himself. To foster this new creativity we must place things, actions, services, accomplishments, tasks etc. in new perspectives. Thus we can continually encourage the search for identity through engaging the child in inquiry; in this way improving his art and technique of seeking creative answers to the questions "who am I, where do I belong, where am I going, where do I come from, and of what am I capable?" In the degree that one is able to approach learning as a task of discovering something rather than "learning about it," to that degree the child will tend to work with the autonomy of self-reward, or, more properly, he will be rewarded by discovery itself.

The Task Force on Early Childhood Education maintains that, to date, achievement motivation as portrayed on both the public and commercial media has been more highly regarded than affiliative motivation, since the former is seen to be more productive and to afford greater control over the environment. But new and equally essential goals seem to be personal, interpersonal and humanistic, with happiness, creativity, fulfillment, expansion and personal growth as their landmarks. In order to achieve these goals, children must be assisted in developing competencies and coping skills which are not only mechanical and instrumental, but also interpersonal. Many of our truly consummate affective experiences involve non-awareness of self. Therefore, we do not recommend that the child's emotions or feelings themselves be the subject matter of the learning situation. Affective education is not and cannot be an end in itself. In life, feelings are inextricably and complexly embedded in reflection, motivation, problem solving, action and behavior. The emotions emerge incidentally but essentially. We believe, therefore, that shifting attention to include as many forms of creative art-work as possible, with no explicit mention of feeling, but with attention to the processes of making, shaping and re-shaping would do more for children than any amount of sitting in a circle saying nice things about each other.

The making of art, be it a poem, sculpture, music or the child's experience of art as reader, perceiver or member of an audience involves a complex and implicit confluence of mind, heart, and hand; attention is not directed to the life of the ego, to the fluctuating play of feelings, but rather to something which is simultaneously outside and inside the self. It is a process which involves a willingness to detach oneself from the obvious through a detachment of commitment. We do not merely have the self and the feelings of self. What sustains us and what can sustain children is "out there" in the world, in abundance. We lose it, we waste it, if we insist on a self-conscious immediacy and subjectivity. There is a world to be known, there are others to be known. The world and the others will challenge, provoke, irritate and abrade against the self. This is how we are enlarged and educated, fulfilled and we grow, a process that begins at the earliest instances in life; a process that views life as a journey not a destination.

Motivation, whether towards achievement or affiliation, is recognized as being socially determined to a great extent. The Corporation for Public Broadcasting can serve society by programming that nurtures and develops children's natural desire to excel; by encouraging perseverance in the face of obstacles whether intellectual or emotional; and by initiating a zest and zeal in the exercise and development of the natural gifts, abilities and talents of preschool children. It is our belief that happiness is not a state in which all one's wishes are satisfied and all one's hopes fulfilled, but rather is the result of a satisfaction, confidence and assurance that one is striving toward purposeful goals. This is what makes achievement possible and communication and affiliative behavior real.

In its attempts to encourage multicultural and multinational understanding and interaction the Corporation must encourage programming which will provide reference points for analysis of the deepest issues of our time by making connections between variables that seem at first sight unrelated, to allow the child to trust in his (her) intuition. In this sense, an element of visionary imagination can serve as a template against which children may play out their own feelings and in so doing gain more profound insight into the personal social contexts from which such feelings derive. It is important to emphasize our belief, however, that such moral education will be effective only if the models portrayed engage in moral actions and that in such actions, demonstrate that sound reasoning is essential to the moral life.

The affective dimension of growth and life must also include more exposure for the participative arts and humanities. This Task Force believes that a generous and lively exchange in the liberal and performing arts can give us the hope that if we understand each other so warmly and naturally in these areas, we may one day be able to compose political, economic, racial, ethnic, religious and philosophical differences. In general, we believe that the intellectual and moral climate of our times is agreeable to the proposition that man does not live by bread alone. And it is precisely this interchange in the humanities (the creative and performing arts) that is and should be the business of man. Together with those behaviors termed prosocial (i.e., generosity, kindness, sympathy, altruism, empathy and helping as well as moral behavior which is often understood as including prosocial behaviors), the arts—probably in direct ratio as to how creative and active they are—are the preservers and purveyors of those values which define humanity (and for some define divinity).

It is our considered opinion that art may prove to be as much an attitude as an aptitude, and more a point of view than a product. In recommending this need for emphasis on the participative arts and humanities we maintain that: a) art is a most pervasive, persistent and powerful affirmation of the life-force in man; b) science has been able to provide knowledge of matter but not of essence or being—therefore, matters of value, which heretofore have been ignored because they were not measurable, may still have something to say concerning the nature of reality; and c) art is an attempt to communicate, to establish contact, to find kinship even across centuries and oceans. In accomplishing this aim, we need to cultivate the creation of a spirit of inquiry and aesthetic interest while preserving the natural intensity of all modes of perception and sensation.

Knowledge of self (identity), prosocial behavior, humanities, the participative arts and interpersonal skills must be communicated in a multinational and multicultural framework and context. We maintain that the roots of culture are in the events and experiences of one's own life and the culture itself is a name for the body of ideas, experiences and customs to which the members of a given community adapt themselves (i.e., the things they accept as valid and according to which they live their lives). The Corporation should encourage and support more exposure, both visual and auditory, to modal descriptions of various cultures, highlighting their rituals, functions, roles, dress customs, gestures, communication patterns, reference groups and appropriate artifacts. The overall thrust of such education should be not only to highlight differences and uniqueness, but also emphasize cultural compatibilities and commonalities, or how cultures co-exist, accommodate, and blend.

In making such a recommendation the committee relied on the Arts and Humanities Act of 1965 for the following definitions:

1. **Humanities** consist of modern and classic language, linguistics, literature, history, criticism, theory and practice of the arts and those aspects of the social sciences which have humanistic content and employ humanistic methods.

2. **Arts** consist of instrumental and vocal music, dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, and the arts related to the preservation, performance, execution and exhibition of such major art forms.

In proposing this recommendation for the Corporation to encourage more attention to the emotional or affective component of life we fully realize the major difficulties involved and are reminded of Meno's question to Socrates concerning the nature of virtue which is in some ways the basic question regarding values: "Can you tell me, Socrates, whether virtue is acquired by teaching or by practice; or if neither by teaching nor practice, then whether it comes to man by nature, or in what other way?" We affirm that values, affective development, prosocial behaviors, curiosity, motivation, zest for excellence, interest for and inquiry into the participative arts and humanities results from both learning and practice and comes to man by nature and is nurtured by culture.

Report of the Task Force on Elementary-Secondary and Teacher Education

Introduction

This Task Force was asked to make recommendations regarding the role of the Corporation for Public Broadcasting in elementary, secondary, and teacher education. In this process, we have considered the interrelationships of three entities—education in America, noncommercial radio and television and related technologies, and the Corporation for Public Broadcasting.

The Task Force comprises 14 members representing widely divergent national constituencies inside and outside the education profession. In order to gather valid data as a basis for the recommendations that follow in this report, the Task Force employed a variety of procedures to tap grass roots thinking of responsible citizens, young and old, throughout the country who represent national organizations related directly or indirectly to education. These included teachers, principals, administrators, students, supervisors, parents, board members, representatives of youth groups, members of women's and ethnic organizations, teacher educators, instructional technology specialists, and public broadcasters. The Task Force also consulted individuals outside of education in fields such as labor, health, business and industry, government, and commercial broadcasting. For details of procedures, see Appendix.

The Task Force has been encouraged by the perceptive opinions and substantive suggestions of these individuals and groups—opinions and suggestions from which our recommendations have been developed. The amount of data has confronted the Task Force with difficult decisions on priorities, for many of the suggestions are for actions that relate to each other in a total scheme of interdependent components.

Because of the broad sweep of the data-gathering process, large segments of the educational community are aware of the study and its purposes. Many respondents expressed the desire to read the report on its completion. Hopefully, they will serve as a base of support as the recommendations are implemented.

In conducting the study, the Task Force members were acutely aware of the enormous needs of citizens of all ages to keep pace with, or at least cope with, the rapid, almost revolutionary changes in life-styles in today's society and the avalanche of new knowledge that affects us all. The challenge to education is immediate, the needs are many and complex, presenting the Task Force with awesome parameters for its study.

How can applications of instructional media and new developments in technology enhance, enrich, and improve education? What are the important elements in their effective use in the learning process? How can instructional media serve well the different needs and aspirations among those seeking education—people with a variety of social, economic, ethnic, and geographic backgrounds? And what can instructional media do best in the field of education?

These are some of the questions the Task Force pursued.

The Task Force gathered data through 17 mini-conferences, held during conventions of national organiztions; a meeting with 18 national education organizations and representatives from public and nonpublic schools; three meetings with major national groups representing women, youth, and ethnic minorities; the written responses of 25 practitioners in the field of instructional broadcasting (100 had been invited to make suggestions); three scholarly papers dealing in depth with trends in elementary education, secondary education, and teacher education; a survey of 500 teachers by an opinnaire; a meeting with 24 student leaders from 10 high schools which use instructional media; and countless interviews with leaders in education and public broadcasting (See Appendix for these reports.)

After careful analysis of the various data, the Task Force compiled its recommendations under nine categories. Although the categories have been listed in priority order, they are closely interrelated.

1. Imperative Need for Education-Broadcasting Partnerships
2. Cultural Diversity: An Educational Challenge for Public Broadcasting
3. The Improvement of Utilization Practices
4. Teacher Education
5. Instructional Programming
6. Decision-Oriented Research
7. Rights and Clearances
8. New Technological Developments
9. Promotion and Awareness

The Task Force listed specific recommendations under each category, which appear in priority order and which represent options for action to CPB. We were reluctant, however, to designate these priorities because we believe that all our recommendations are important and interrelated in the overall matrix of instructional broadcasting. We were faced with the dilemma of one who is asked, "What part of an automobile is more important—the distributor or the carburetor?"

Rationale for the Recommendations

The Task Force's investigation and analysis have been complicated. They have included an attempt to understand the problems of our educational system, an examination of the structure and function of public broadcasting and the rapid changes in related technologies, and a sober look at financial and political realities.

We did not limit ourselves to broadcast radio and television.[1] Any serious consideration of improving education through radio and television must acknowledge *nonbroadcast* as well as broadcast technologies.

As we gathered information another fundamental finding quickly became apparent. Most of our recommendations relate to this simple fact: There is a chasm between public broadcasting and the educational establishment—in activities, in personnel, and even in objectives.

This gap is an obvious cause of the stunted growth of what is now known as "instructional television." Instructional television has become an educational no man's land. To educators, too often it is peripheral, too expensive, underutilized, superfluous. To many public broadcasters, it appears to be a burden, an anchor, an albatross of traditionalism and bureaucracy. Yet, for many years, both have believed that television and radio should be powerful instructional forces for education.

The bridging of this gap is a prime challenge, not only for the Corporation for Public Broadcasting, but also for agencies of education, the Public Broadcasting Service, National Public Radio, and individual broadcasting stations. Serious, cooperative, effective efforts are overdue.

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[1] The Task Force wishes to make it clear that when the term *instructional television* is used in this report it is meant to encompass not only instructional programs on open-circuit broadcast channels but also instructional programs on Instructional Television Fixed Service (ITFS) and on closed-circuit and cable television and/or via satellite communications.

Let us examine for a moment some of the problem in historical perspective. One[2] of the consultants to the Task Force has this to say regarding instructional television's historical perspective:

> In the beginning was the Ford Foundation. The foundation preached with its dollars that ITV could be most effective by bringing the master teacher into every classroom to give each child the best instruction available. The educational television community bought the master teacher concept in a big way. But the classroom teachers did not. If you were a creative teacher in the '50's, you rarely turned on the television set —even if one was available. For other teachers, while students viewed, ITV was coffee and light-up time.
>
> While that master teacher was on the tube, we in ITV assured teachers that we were trying to support their classroom efforts, not replace them. At the same time, ITV was being sold to school boards on the basis of cost-effectiveness—by teaching more students with fewer teachers. If you were a teacher—with all the talk about cost-effectiveness and master teachers—would you have believed that ITV was a benefit?
>
> The development of ITV in the United States began outside the walls of public education. ITV was something that most television stations did *for* schools, perhaps *to* schools, but rarely *with* schools.
>
> And what were institutions of higher education doing about the miracle of television—the new window on the world? Not much! Professors put lectures on tape or read them live on-air. Teachers were given a couple of credits for threading a projector and using a tape recorder. But rarely did schools of education teach the use of media as an integral part of instructional design.
>
> Given this history, it is no surprise that ITV grew up on the periphery of American education. From its beginnings to the present, ITV has been required to prove itself, to document its successes, to justify its existence to a much greater extent than film companies, textbook publishers, classroom teachers, curriculum supervisors, or school superintendents.

The Task Force members also considered the financial strains on the agencies involved, and we are aware of the political, interinstitutional hurdles that words, even dollars, cannot surmount. The actual distribution of dollars may well be secondary to the encouragement and inspiration the Corporation for Public Broadcasting can currently bring to the situation.

Given the major bridge-building goal and assuming a stable and properly financed system of public broadcasting, there are individual areas in which specific activities and projects might thrive.

We must form *education-broadcasting partnerships* by bringing public broadcasting and education closer together. This recommendation is basic to all of our recommendations. We see the Corporation for Public Broadcasting as a promoter, a catalyst, and an initiator in this endeavor.

America's great strength, *cultural pluralism*, should be a basic concern in the development of projects for instructional media: serving the special needs of minorities, and highlighting the diversity of cultures in our population present continuing responsibilities and opportunities for instructional broadcasters.

For *improved utilization*, television for learning must be *accessible*. We submit that single channel, once-only exposure, is insufficient. Teachers as well as students must have access to televised instruction on a basis as flexible as is technically possible. It must also be adaptable to classroom, small-group, and individualized learning situations. Television in schools is more than a mass medium. It must be de-scheduled and decentralized and available on demand.

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[2] Howard K. Spergel, Director of Educational Services, Eastern Educational TV Network, Boston.

There is a clear need to make both teachers and administrators more aware of the electronic media and a clear need to bring public broadcasters closer to an understanding of procedures in education. In short, *teacher education* and *broadcaster education* are required as we close an obvious gap. Instructional television has been an add-on to education for too long. We must visualize instructional broadcasting as a part of education and not as an expendable frill.

The heartland of the entire instructional technology effort is *programming* geared to the needs of the consumers—students and teachers. There is an acute need for emphasis on *decision-oriented research*. There are scores of questions that remain unanswered, and any effort to widen application of instructional broadcasting to American education must include mechanisms that will provide answers.

Questions of *rights clearances, classroom utilization, technical development of storage and delivery systems,* and *understanding on the part of all citizens* were raised and studied throughout our extensive deliberations. These, too, must be faced squarely if the Corporation for Public Broadcasting is to assume a role in American education.

We submit that an educational effort is needed, not only within public broadcasting but also within education. We must find ways to create an awareness of the potentialities of the use of TV and radio in the classroom among teachers during their pre-service and in-service experiences. We must develop projects that will ease anxieties about instructional broadcasting among teachers and administrators. Finally, we must insist that public broadcasters themselves learn what it is that makes an educational experience and what goes into an instructional system.

Summary of Recommendations

Imperative Need for Education-Broadcasting Partnerships

Cultural Diversity: An Educational Challenge for Public Broadcasting

1. Develop a national program series featuring various ethnic cultures in the United States.
2. Offer training opportunities to ethnic minorities.

The Improvement of Utilization Practices

1. Facilitate collection and dissemination of successful utilization efforts to serve as models.
2. Encourage PBS and NPR to hold workshops to generate understanding and support of good utilization techniques.
3. Seek funding support for development, production, and dissemination of supplementary support materials to accompany national programming that has instructional potential.
4. Encourage local public broadcasting stations to assign staff members to give technical advice to school districts in planning, selection, purchase, and maintenance of technical equipment.
5. Encourage PBS and NPR to urge member stations to train and employ one or more full-time utilization specialists to help teachers in the station's area improve utilization.

Teacher Education

1. Provide grants to activate *teacher-centered teaching centers* which utilize local TV and radio facilities.
2. Provide cooperative grants jointly to local stations and colleges of education to provide teaching experiences in uses of instructional broadcasting.
3. Explore ways to make available TV and radio programs featuring outstanding leaders and use these programs in teacher education seminars, workshops, etc.
4. Seek funds for production of a series of short, recorded clips of good teachers in action to show classroom problems and the manner in which teachers respond.

5. Encourage use of radio and TV courses in colleges of education to familiarize future teachers with media.

Instructional Programming

1. Establish partnership grants to be awarded jointly to public broadcasting stations and school districts and/or other education agencies for production of innovative instructional programs on radio/TV in response to local or regional needs.

2. Support the idea of a PBS Instructional Program Cooperative paralleling the Station Program Cooperative.

3. Serve as a catalyst to bring together concerned organizations to develop a more critical viewing and listening audience among young people.

4. Continue to support high quality program series and emphasize programs for secondary level, particularly for junior high school age youth.

5. Make available special "acquisition" grants on a matching basis to aid school districts unable to afford rates charged by instructional broadcasting libraries.

6. Arrange with PBS and its member stations to offer off-campus credit courses on TV for high school students during out-of-school hours.

7. Establish central and/or regional libraries of tapes and cassettes of excellent instructional TV programs for rental or purchase.

8. Take appropriate steps to respond to need for programs produced for youth and by youth and to involve youth maximally in planning.

9. Support radio and/or TV programs to assist parents in helping their children get the most from their school experiences.

10. Be aware of productions being planned for evening and weekend broadcast, commercial and noncommercial, that have instructional potential. Call these to attention of educational community and, if possible, secure rights to adapt these programs for instructional use.

11. Serve as clearinghouse for collection and dissemination of program information to expedite and encourage exchange of locally produced programs.

Decision-Oriented Research

1. Take an in-depth survey and establish a pilot program to explore quality and quantity of program utilization, comparing broadcast and nonbroadcast delivery systems.

2. Gather and disseminate information on student needs in various geographical areas and determine types of programming needed.

Rights and Clearances

Serve as a catalyst in bringing together representative groups to resolve problems of clearance of programs and materials.

New Technological Developments

Broaden CPB responsibilities to include nonbroadcast media applications such as ITFS, CATV, closed circuit, satellites, video discs, and cassette technology.

1. Provide information on new technologies.

2. Experiment with development of cost-effective delivery.

3. Promote development of satellite communications to serve remote areas with limited or no access to public TV and radio.

4. Experiment with utilization of two-way audio/video interaction.

5. Encourage FCC to expedite adoption of necessary rules regarding equal standards in UHF and VHF tuners in TV receivers.

6. Explore ways in which an interface of nonbroadcasting components can be activated for the improvement of instruction.

Promotion and Awareness

CPB should mount a continuing national effort to develop understanding and acceptance of instructional broadcasting among educators, students, and the general public.

Some Current Needs of Education: Implications for Instructional Technology

In order to identify the important needs of education to which instructional technology might make a contribution and to form recommendations, the Task

Force tapped several sources of information. These included the following: the report of a recent survey on instructional needs conducted by NEA's research division; three "think pieces" on trends in education by outstanding educational leaders; interviews with consultant specialists to the Task Force; mini-conferences with teacher association leaders, administrators, student leaders, parents, and others.

The NEA Survey, in which 1,600 teachers were asked to rank their views on 25 instructional problems in such categories as school staffing, curriculum, and adequacy of teaching resources, revealed the following priorities:

- Parents apathetic about their children's education.
- Too many students indifferent to school.
- Physical facilities limiting the kinds of student programs.
- The wide range of student achievement.
- Working with too many students each day.
- Too many noninstructional duties.
- The values and attitudes of the current generation.
- Diagnosing student learning problems.
- Lack of instructional materials.
- Quality of instructional materials.

There are implications for instructional technology in meeting several of these needs. For instance, there were many requests for high quality instructional programs to make learning "exciting" and "relevant." Later in the survey, teachers mentioned that there were "too few opportunities to improve professional skills." As if echoing these teachers, mini-conference participants repeatedly called for radio and television demonstrations of excellent teachers in action for use in college courses and in-service seminars. (Additional information from an NEA survey just completed on teachers' opinions about expanded use of instructional broadcasting to help solve or relieve the instructional problems mentioned above can be found in Appendix . This survey sheds light on some problems teachers believe inhibit the extensive use of instructional broadcasting in the schools.)

The papers on trends in education and the mini-conference discussions underlined six basic education needs of schools of the '70s:

1. **The need for the individualization of instruction** whereby each child has the opportunity to progress at his or her learning speed and in accordance with individual interests and aptitudes. The teacher is constantly seeking a wide variety of resources to implement this concept. Accessibility to relevant, meaningful learning materials—with appropriate copyright clearances—in a variety of formats (tapes, discs, cassettes, open-circuit, print media) are needed by teachers and learners on an on-demand basis for that "teachable moment" when students are ready to learn. These materials are needed both for individual and for small group use.

New technology also accommodates the concept of individualized instruction through the attachment of "listening jacks" to TV receivers, radios, and tape recorders to permit individual and small-group reception. The notion that radio and TV are mass media, limited to class reception only, is being modified by the rapidly expanding state of the art.

2. **The need for alternative education opportunities** and increased options for learners whose learning styles are incompatible with traditional teaching. Hence, the introduction of alternative schools, store-front schools, open-space learning situations, schools without walls, off-campus courses for credit, and mini-courses offers excellent opportunities for the application of instructional technology.

3. **The need for a more humane school environment** in which children can learn. Mini-conference participants requested that increased attention be directed toward improved relationships among and between teachers and students. They asked for excellent programs on the humanities, along with programs that depict personal

problems on such matters as drugs, sex, and the generation gap, as a basis for discussion. In her paper on trends in elementary education, Dr. Louise Berman highlighted the personal needs of elementary level children that schools must recognize. (See Appendix .) She stated that a child must learn to understand himself or herself in order to adapt intelligently and that a child must understand how to collaborate with others "so that visions larger than those seen by any one person can become reality. Our respondents requested more instructional television series such as *Inside/Out* that put emphasis on affective rather than cognitive skills.

Rapid transportation and communication have highlighted the interdependence of people and the need in our society for appreciation and understanding of cultural, ethnic, religious, and national differences. Education has an enormous responsibility to prepare persons not only for living but for living together. (See recommendations on Cultural Pluralism.)

4. **The need for students and teachers to participate in decisions that affect their lives.** This implies giving them the opportunity to take part in all decisions that affect them—decisions in government, local, state, and national; in school governance; and in what happens in the classroom. Students and teachers want programs which inform them about how they can play a role in all these areas. But, more basic to these recommendations, they want to be centrally involved in decisions in instructional broadcasting, i.e., the planning and production of programs, the determination and control over what is to be used and when and how in the classroom, and the need for teacher-centered teacher education.

We are reminded of the comments of our student leaders, "Don't give us all the answers; present us with problems and let us think out the solutions ourselves." They were emphatic in expressing the need for programs *for* and *by* students, and they also urged the Corporation to appoint student advisory committees at national and local levels.

5. **The need to keep pace with the rapid explosion of knowledge.** Both teachers and students recognize the value of instructional broadcasting in providing the latest information on a subject and in providing a way of updating textbooks. As one consultant put it: "ITV should be the last chapter after the last last chapter in the textbook." Teachers asked for quick and current refresher mini-courses and presentations by scholars to help them keep abreast of new developments in today's world. Students said, "Bring us materials we can't get any other way—exciting episodes in history; programs on space science, career opportunities, and world cultures; and discussions of critical issues (ecology, energy, population, the food crisis, and the economy)." Radio and television offer unique capabilities to fill gaps in educational resources.

6. **The need for community support and involvement at a time when there is considerable citizen disenchantment with education.** The two top intructional problems cited by teachers in the NEA survey mentioned previously were parental apathy and student indifference. The Task Force responded to requests from parents for programs to help their children "get the most out of their school experiences" and for parental involvement in an advisory capacity in the implementation of instructional broadcasting. Televising school board meetings has been helpful in this respect in some localities.

Implied in this need for school support is that of adequate funding. Perhaps the improvements in education envisioned by the participants in this study—improvements which will add excitement, relevance, humanity, and involvement to the educational process—will reverse negative attitudes and replace them with positive taxpayer support.

The needs are varied and many. No one project, no matter how broad its recommendations for improvement of education, can accomplish more than one small step forward, but it is important that this step be taken with wisdom, commitment, courage, and the united effort of all concerned.

RECOMMENDATIONS

Imperative Need for Education-Broadcasting Partnerships

The Task Force agreed unanimously that basic to *all* our recommendations is a commitment to the development and strengthening of education-broadcasting partnerships at local, state, and national levels. One respondent to the Task Force reflected an almost universal opinion of the individuals contacted with the statement: "There must be a continuous dialogue established between the educational community and professional educational broadcasters."

There is ample evidence that a gap exists between these entities, a gap that tends to place instructional broadcasting somewhere between the two buffeted by jurisdictional crosscurrents. The gap is not intentional; rather, it developed in a vacuum of nonattention to the necessity of cooperative effort. Each entity concentrated on its own area of expertise: the broadcaster on production techniques and the educator on curriculum content. Failure to mesh both sometimes blurred the main target: the education of children. The negative results of the widening gap are as obvious as the the need to close it. A partnership is needed in many areas—programming, staff development, and maintenance and technical services, to mention a few. Joint contracts might be worked out between the public broadcasting station and the school districts in each of these areas.

Nationally, we noted that the Corporation for Public Broadcasting, the Public Broadcasting Service, and National Public Radio are all dedicated to *broadcasting*. Their worlds seldom cross paths with national agencies dealing with education: the U.S. Office of Education, the National Institute of Education, the National Education Association, the American Association of School Administrators, and others.

Many of the recommendations, therefore, suggest and encourage cooperation between stations and their respective educational communities.

Cultural Diversity: An Educational Challenge for Public Broadcasting

The Corporation for Public Broadcasting can perform a critical function in presenting, through public TV and radio the rich pluralism of the American experience. TV and radio are uniquely able to depict our nation as a collection of cultures. Of course, in considering the diversity of cultures in the United States, TV and radio should recognize not only Afro-Americans and Hispanic Americans but Asian-Americans, Native Americans, the Pennsylvania Dutch, the Amish, the Franco-Americans of the Northeast, the Poles, the Jews, and many others. CPB can help sensitize Americans to the important contributions of each of these groups to American life.

Rather than simply defining some of the educational and social problems of Native American, Black, and Spanish-speaking peoples, emphasis should be placed on the *strengths* and *positive* aspects of these as well as other cultural groups. Better understanding and identification of the different groups could be achieved through programs featuring their contributions in arts, music, crafts, language, literature, politics, and other areas. An appreciation of the strength of our plural nature might encourage pride in each other's culture.

The Corporation for Public Broadcasting, in cooperation with approximately 250 public broadcasting stations in the country and in cooperation with educational agencies, can bring together materials that are available on cultural diversity, and stimulate the development of materials where they do not exist, such as local and regional interest programs that can be used in the teaching of history, humanities, and the arts.

The Task Force recognizes that cultural pluralism is a basic reality in our society that has important and valuable implications for the education of all Americans. Therefore, the concept of cultural pluralism must be inherent in all our recommendations.

Public broadcasting has a clear responsibility, opportunity, and capacity to serve specific needs of ethnic minorities in this country and at the same time enrich the cultural backgrounds of *all* Americans through programs designed to develop awareness and appreciation of the differences of our multicultural groups.

Minorities and others asked that the frequent practice of "lumping minorities together to give advice on minority programming only" be expanded to "across the board" involvement with the industry.

The primary objective of these recommendations is that public broadcasting contribute to and reflect a national pride, sensitivity, and understanding of the diverse cultural elements of American life.

Recommendations

The Corporation for Public Broadcasting is urged to expand its implementation of the principle of cultural pluralism in partnership with other educational organizations as follows:

1. Develop programs that help Americans understand and value the various ethnic peoples in this country: their life, arts, music, dance, history, literature, and their economic, political, and social contributions to our society. Such programming would be equally beneficial to *majorities* as well as to *minorities*. The public broadcast station in each of our communities could well become a center for the production and display of the art of various ethnic groups.

2. Offer training opportunities to ethnic minorities to develop a talent base for the broadcasting industry that will prepare minorities to participate in decision-making and operational roles at national, state, and local levels, in addition to serving in advisory capacities.

The Improvement of Utilization Practices

Proper use of instructional broadcasting requries more than a willingness to flick the switch. During the past decade, emphasis has been on the improvement of production. Too little attention has been directed to the importance of classroom teachers in what is to be produced. Likewise, too little time, talent, and money have been invested in the orientation of classroom teachers to what is available on instructional TV and radio and how they can be used effectively.

The assumption has been made that if the program is well produced, teachers will turn it on and children will learn from it. The Task Force has ample evidence that this is a false assumption and that mere exposure does not guarantee learning. Responsible teachers will see that their planning is implemented with purposeful activity, involving students actively before and after telelesson to bring about specific learning objectives. However, teachers need assistance in acquiring these skills and insights.

Therefore, CPB should support activities in the area of utilization to help teachers acquire understanding of radio and TV and skills to use them effectively.

Recommendations

1. The Corporation for Public Broadcasting should facilitate, with financial assistance from USOE, the collection and dissemination of successful regional, state, and community utilization efforts, through electronic or print media, to serve as models for station ITV directors and school staff development leaders throughout the nation, to improve the quality of local utilization. For example: Produce a program featuring effective uses of support materials and application of ITV in a variety of learning situations—classrooms, small groups individualized instruction, libraries, etc. Also, such a program could demonstrate techniques whereby teachers adapt programs to slow, average, and rapid learners.

2. CPB should encourage PBS and NPR, through their member stations and in cooperation with local school districts and teacher organizations, to hold workshops for teachers, administrators, board members, broadcasters, and citizens to generate understanding and support of good utilization techniques.

3. CPB should seek funding from USOE, foundations, or commercial underwriters for the development, pro-

duction, and dissemination of supplementary support materials to accompany national programming projects that have instructional potential. This service would be a needed extension of existing PBS instructional services.

4. CPB should encourage local public broadcasting stations to assign a technical staff member to give technical advice to school districts and other users in the planning, selection, purchase, and maintenance of technical equipment related to instructional broadcasting. Such technical guidance would be helpful in avoiding costly errors and in reminding purchasers that maintenance, often overlooked, must be included as a budgetary item.

5. CPB should encourage PBS and NPR to urge their member stations to train and employ one or more full-time utilization specialists to design training activities to help teachers in the station's. area improve their utilization practices. (It may be financially and strategically feasible in the seeking of funds to combine activities 1, 2, and 5 into a "utilization package" that represents a concentrated effort to improve the educational benefits of instructional broadcasting. Discussions with decision-makers at funding sources may yield useful guidelines in developing productive approaches.)

Teacher Education

While teacher education is beyond the realm of the Corporation for Public Broadcasting, we believe that increasing the competence of teachers in the use of instructional broadcasting is an inescapable part of improving its use.

CPB might become a facilitator and/or a catalyst for teacher education activities undertaken in cooperation with segments of the educational community (a) to help teachers understand, accept, and use instructional media productively as a teaching tool and (b) to help teachers improve and update their general teaching competence by means of special programs by colleges of teacher education, by school districts, or by teachers themselves.

In assuming new responsibilities in the field of teacher education, the Task Force believes CPB should be guided by six criteria in making any recommendation:

a. It should be of high potential educational value.

b. It should not be a service now provided by other agencies.

c. It should be undertaken in concert with other education agencies and organizations.

d. It should involve an educational service that can be realistically accomplished by using media and the resources available to CPB.

e. It should reflect current educational trends.

f. It should be capable of systematic evaluation.

Recommendations

The recommendations which follow are based on two assumptions:

- The role of the Corporation for Public Broadcasting is not to take direct responsibility for offering, changing, or controlling specific teacher education programs and/or services but rather to facilitate promising educational practices which are endorsed by those most directly concerned and which can be enhanced by the use of television and radio.

- The future of teacher education will be characterized by the greater involvement of professional practitioners in the development, offering, and evaluation of their own professional growth.

1. The Corporation for Public Broadcasting should provide grants to stations, on a pilot basis, for proposals submitted jointly by a consortium of the station and the local school district or districts to activate *teacher-centered teaching centers* which utilize local television and radio facilities. More specifically, support should be given to local stations which will work in cooperation with local and regional teacher groups and other school personnel to use the station facilities as teacher centers of the air. The emphasis of this proposal is on practicing teachers determining the content of their professional development. Such a media-based teacher cen-

ter frees and expands the idea of a teacher center into a concept rather than merely a place. The concept of a user-developed, user-produced, user-evaluated airborne teacher center would be a unique experiment for public broadcasting.

Some examples of possible program features include:

a. Teachers telephoning in problems or questions for a panel of experts (their peers, specialists, administrators, or parents) to answer on the air. Specific topics would be featured at certain times. Questions could also be mailed in advance.

b. Short, tightly organized programs that highlight teaching skills which teachers seek to improve.

c. In-depth analyses of the tensions of teaching.

d. Interviews with experts and guest teachers the listening audience requests.

The series described above might be uniquely suitable for public radio at the outset and later expanded to television.

2. CPB should provide grants for proposals developed jointly by stations and colleges of education that demonstrate teaching experiences in the uses of instructional broadcasting. Actual classroom situations, or simulations thereof, are suggested; the key to the acquisition of teaching skills *is doing*.

3. CPB should explore ways to help produce TV and radio programs featuring outstanding leaders in education, economics, sociology, science, public affairs, etc. available for use in teacher education seminars, workshops, and other staff development activities. Videotapes of these programs could then be made available to schools and teacher associations.

4. CPB should seek funds from the U.S. Office of Education or elsewhere for the production of a series of short recorded clips of good teachers in action to show various classroom problems, in learning or discipline, and the manner in which the teachers respond. Typical examples might include: successful techniques in motivating children to learn; demonstrations of classroom management techniques; organization and conduct of "open classroom" situations; remedial reading techniques.

5. CPB should encourage, through its contacts with the educational community, the use of radio and TV in courses in college of education so that future teachers will become familiar with radio/TV and experience success in using the media in their own teaching.

Instructional Programming

What is instruction? What is an instructional television or radio program? Can a broadcast offering be defined strictly as "in-school," "out-of-school," "instructional," or "entertainment"?

Some programs designed as entertainment are applicable in particular classroom settings. Others are developed in strict conformity with curricular goals and administrative patterns, but they find their way to "out-of-school" acceptance. Some are formal here and informal there; a few are commercial at the start and educational in the longer run. We propose some general guidelines and definitions, and we have tried to squeeze our recommendations into workable formats but offer that the strictest precision can injure as well as enhance.

The Task Force believes that an ideal system of school television and radio should make provision for programming at all levels. National, regional, state, school district, and individual school productions are all essential. In considering the role of the Corporation for Public Broadcasting, the Task Force received strong and urgent requests for CPB assistance chiefly in two of these areas: national and local. Obviously, the degree and nature of the Corporation's involvement would vary with each project.

Instructional programming had to be at least broadly defined. We assume the following about such services:

1. An instructional television or radio program involves a conscious and designed goal in behavior objectives on the part of viewers. (This can be developed at the outset or it can be designed when an existing broadcasting

package is put to instructional use.)

2. An instructional television or radio program is tied in one way or another to a formal educational structure: an institution, a school, a college, a state department of education, a labor union. The casual viewing—the most informal of educative television—is not included here, valuable though it might be in individual cases.

We were unable to differentiate for any practical use between what might be used in a school classroom and what could be used in a factory, a hospital, a police station, a home, or an office. Instead, we offer that instructional broadcasting services must expand the traditional walls of school buildings to include entire communities. This is the future that electrons can help to build, and for that reason, we offer that "school" and "nonschool" are misleading categories; we feel that *instruction* is the appropriate rubric instead of *school*. We feel that *school* is a concept not a *place*.

We recognize also that the hours beyond the normal school day can benefit students as well as parents. Special attention should be paid to those services designed for school viewing that might be applicable to evening schedules—both for youngsters and parents—and the many "out-of-school" broadcasting programs that might be discussed, or even made available, to classroom teachers and students.

National Programming

The Task Force suggests that certain criteria might be useful in the development of national television and radio services (services meant for national distribution, regardless of production team or location):

1. Programs that are needed but in all likelihood would not otherwise be available from other sources.

2. Programs that have national application and that relate to national educational priorities.

3. Programs that require a pooling of resources—financial, human, and material.

4. Programs that require national and international resources unavailable at local levels.

These program services should be supported, and we offer that the Corporation can play a role in such support—both in direct financial aid and in bringing together existing national educational agencies and efforts to help.

Dozens of specific national program ideas were suggested by groups and by individuals across the country. These are listed in the Appendix. (See

Local Programming

Instructional broadcasting, as with instruction itself, is basically a local undertaking; it must remain so. Therefore, we submit that it is not the function of the Corporation orf Public Broadcasting to engage in the production nor the distribution of instructional programming per se. Instead the Corporation should respond to proposals from the local level. It is in order, therefore, for the Corporation to underwrite cooperative projects—those that come from local school districts (public, private, and parochial) and their local public broadcasting stations. Only projects that help to bridge the gap, through joint efforts between education and public broadcasting, should be included.

National and Regional Libraries

We would be derelict if we did not recognize the superb work done over the past decades by national and regional instructional libraries. Agencies such as the Great Plains National Instructional Television Library and the new Agency for Instructional Television and regional efforts such as the Instructional Television Service of the Eastern Educational Television Network deserve much credit for their ability to meet needs in the face of financial difficulties. We urge that such efforts continue and that support from a number of areas be encouraged.

Recommendations

1. The Corporation for Public Broadcasting should establish "partnership" grants to be awarded jointly to public broadcasting licensees and school

districts or other educational agencies. We propose that the local educational instrumentalities, individually or in regional consortia, together with public broadcasting stations, should be eligible for special support for instructional efforts.

2. CPB should support the idea of a PBS "Instructional Program Cooperative." This would be in addition to the well-publicized "Station Program Cooperative" already in existence, which sees to the support and distribution of national programming generally considered as beyond formal "instruction". The Instructional Program Cooperative could enjoy the same kind of democratic decision making and an added bonus: significant financial support from the Corporation for Public Broadcasting.

3. CPB should serve as a catalyst in bringing together representatives of concerned organizations to formulate ways in which a concerted effort might be made by youth, parents, teachers, broadcasters, and government agencies to develop a more critical viewing and listening audience among young people. The Task Force is hopeful that such an effort can lead to the systematic teaching of selective viewing and listening in our schools. (According to a survey made by John Culkin, by the time the average child has graduated from high school, he or she will have watched more than 16,000 hours of television during out-of-school hours. During this same period, this average student will have attended school 5 hours a day, 180 hours a year for 12 years, to produce a total of 10,800 hours of school time. Because of this and in light of the research reported by the Surgeon General's study on children and television violence, it is imperative that the schools, the public broadcast industry, and the community join hands in building with children standards of intelligent, discriminating use of television and radio.)

4. CPB should support national programming at the junior high school level similar to the programming presently supported by CPB on the elementary level (i.e., "Sesame Street" and "The Electric Company").

5. Special "acquisition" grants should be made available on a matching basis from CPB and from USOE. Many school districts cannot afford the rates that must be charged by instructional broadcasting libraries. The Corporation can encourage poorer school districts to band together and to work with existing public broadcasting stations in the area to acquire valuable, but expensive, library offerings.

6. CPB should arrange with PBS and its member stations and local school districts to offer off-campus credit courses on television for high school students. Such courses would open a variety of options for independent learning so that students may progress in accordance with their learning styles—i.e., the academically talented learner might progress faster in accordance with his or her needs; the drop-out or the potential drop-out who is "turned off" by the conventional school situation might be challenged to take responsibility for his or her own learning. Television could thus become a means through which alternative educational opportunities might become available to young people.

7. CPB should establish a central and/or regional libraries of tapes and cassettes of excellent instructional television and radio programs for rental or purchase.

8. CPB should take whatever steps are necessary to respond to the following request from student leaders: more programs produced *for* youth *by* youth. Examples of such programs are: newscasts during out-of-school hours with teenagers as moderators; interviews with young people who are currently engaged in interesting occupations such as pages in Congress and interns on Capitol Hill; student interviews of Congressmen and Congresswomen and members of the Executive Branch; concerts by District of Columbia Youth Orchestra; and youth productions and performances including outstanding high school drama productions from Interscholastic League competitions. The Task Force urges the Corporation, therefore, to take whatever steps are appropriate to respond to this need. Youth leaders asked the Task Force to call to the attention of

CPB, PBS, and NPR the need for such programs in the following areas:

a. Programs that highlight unusual careers few people think about entering.

b. Programs that give unusual facts about the world, especially on nature and animal life.

c. More programs for the deaf and the hard-of-hearing, using an interpreter on the lower left hand corner of the screen.

d. More programs featuring outstanding musicians, artists, and actors in cases where the artist can perform on the screen and then explain his or her philosophy, career, and creative works.

e. Excerpts from outstanding television productions such as "War and Peace" to show and discuss in class.

f. Programs that show how our government operates and how young people can participate in the real world of politics.

g. Dramatizations of history, "particularly some of the side incidents which you don't get in your history books."

h. An international exchange of children's programs from round-the-world.

i. Global teacher conferences by satellite.

9. CPB should support radio and/or television programs to aid parents in helping their children get the most from their school experiences. This is of such general concern that CPB should support a national series on radio or television. The Task Force recognizes the importance of directing programs to parents, who share a large responsibility for the education of their young.

10. The Education Department staff of the Corporation for Public Broadcasting should be aware of and knowledgeable about productions being planned for evening and weekend broadcast—both commercial and noncommercial—that hold promise for instructional use. These should be called to the attention of the educational community, and the Education Department should, if possible, secure rights to adapt these programs for instructional use. (See more details under section on Rights and Clearances.) In some instances, long productions could be cut into shorter segments for repeated showings during school hours.

11. CPB should find a way to serve as a clearinghouse to collect and disseminate information to expedite and encourage the exchange of locally produced programs that have values for students in other geographic areas (for example, the exchange of programs featuring Bunker Hill in Massachusetts and the Marineland of Florida). Such a service would augment present library offerings of EEN, AIT, etc. There is no place at the present time where all instructional program information is available.

Decision-Oriented Research

There is a serious deficit in reliable information about patterns of the use of radio and TV in the nation's schools. To establish a policy and carry out effective programming, it is necessary to base decisions on valid information concerning the state of current practice, attitudes of teachers, indication of effectiveness, and continuing expectations.

Also, research is needed to answer questions of school decision-makers on cost-effectiveness factors and to plan investments in hardware, both for transmission of programs and for recording and redistribution to allow flexibility of viewing schedules.

Recommendations

1. CPB, PBS, NEA, AFT, ERS, and the U.S. Office of Education should cooperatively conduct an in-depth survey to provide valid information, as indicated above, on which to base action. For example, CPB should undertake a pilot program, in cooperation with USOE, to explore the effect upon the quality and quantity of program utilization in a school district that employs the latest technological systems for recording and redistribution of programs as desired and uses "listening jacks" for individualized instruction. The results should then be compared with those of a school that uses ITV without such technological additions.

2. CPB should play an important role in information gathering and dissemination. With the increasing costs of production and the involvement of agencies in consortia, it would seem important to obtain information on whether student needs from region to region are the same or different. Decisions must be made as to what type of programming is best produced by national consortia, regional consortia, and what types should be produced locally to meet specific local needs. Do content and learning approaches vary from the East to the Mid-West, from urban to rural areas? Evaluation data on instructional series which have widespread use need to be collected in one central location so as to be made available to school districts and instructional television producers as needed.

Rights and Clearances

A continuing problem faced by teachers wishing to use broadcast materials in the classroom is the time conflict between broadcast schedule requirements and the needs of teachers and learners in the classroom environment.

In order to ameliorate this conflict, schools are increasingly investing in video cassettes and videotape recorders to record programs off the air for storage and retrieval or for redistribution on other nonbroadcast delivery systems (closed-circuit, direct playing, cable television, ITFS). However, this strategy is frequently frustrated by the copyright law.

Teachers and media specialists face cumbersome clearance procedures and incredible delays in obtaining rights. This often results in their having to forgo use of the programs. The law is not clear as to what can and cannot be recorded off the air, in what amounts, and under what conditions. The problem exists for noncommercial as well as commercial television and radio programs which teachers would like to use in the classroom.

Recommendations

CPB should take the initiative in calling together representatives of producers, talent, and educational interests and legal experts to resolve problems associated with the costs and legal requirements for the clearance of appropriate programs and materials for educational use. A specific objective of this group would be to establish a continuing mechanism for rights' clearances.

New Technological Developments

The Task Force was charged from the outset with examining the role of CPB with respect to "media applications to education." Its mission was considerably broader, therefore, than an examination of open-circuit broadcast radio and TV in relation to instruction. The term *instructional technology* was repeatedly used in the initial charge. As the Task Force faced up to its assignment, the wisdom of the charge became manifestly clear.

In delineating the role of TV and radio in instruction, it became increasingly evident to the Task Force that alternative modes of transmission should be combined with the use of open-circuit delivery. The Task Force recognized that open-circuit programming can provide high quality learning materials over wide geographical areas. Such programming should certainly be continued in order to meet the needs of the many school districts that are presently "satisfied customers." The members also have become acutely aware, however, of the need for maximum accessibility of materials to learners "on demand," the importance of flexible scheduling, the ability of teachers and learners to control when (and how often) what materials will be used in their teaching-learning experiences, and the need to provide materials that are relevant to local needs. The Task Force is convinced that only by the use of flexible delivery systems can these needs be met.

New delivery systems must be strengthened and/or created, i.e., ITFS, closed-circuit, cable TV, microwave, in concert with open-circuit transmission. Programs should be made available in a variety of formats if the education needs of the '70's and '80's are to be well served.

CPB cannot overlook these new capabilities nor should it regard them as negative influences on public broadcasting. Actually, they open wider opportunities for CPB services to students and thereby justfy requests for additional funds.

Only a comprehensive approach to the media will assure a systematic, balanced, across-the-board solution of educational problems.

This concept has profound implications for the role of CPB in the application of media to instruction. First, it implies that CPB should be as concerned with related nonbroadcast media applications as with broadcast applications. Second, it may also imply that CPB should seek to broaden its mandate to include other instructional services and/or delivery systems such as ITFS, cable television, CCTV, cassettes, video discs, and satellite communications technologies. Third, CPB may eventually want to seek from the Congress a change in its charter to become the Corporation for Public Telecommunications!

Recommendations

CPB should broaden its responsibilities to include nonbroadcast media applications, such as ITFS, cable TV, closed-circuit, satellite communications, video discs, and cassette technology. In order to amalgamate these services, there is a need for a national coordinating effort. The Corporation has provided such service in public broadcasting through PBS and NPR but there is a need to provide similar coordination efforts in the nonbroadcast media field. In keeping with these considerations, the Task Force recommends that:

1. CPB should provide information for both the education and public broadcasting communities on new technologies that are related to its mission.

2. CPB should explore and experiment with the development of inexpensive and/or cost-effective delivery systems for educational materials both to schools and to the communities they serve. It should take the leadership role in encouraging the production of instructional programs in a variety of formats—in video tapes, video cassettes, video discs, and through such nonbroadcast delivery systems as cable TV, satellite communications, and ITFS—in order to permit greater flexibility in the use of broadcast materials in the classroom.

3. CPB should promote the development and utilization of satellite communications to serve areas with limited or no access to public television via existing terrestrial means. Programs beamed via satellite to isolated regions would be particularly beneficial to students who need special help—the rural isolated gifted child whose school cannot afford to single out one or two gifted children for special help, the child from the migrant family, or the child in remote areas who is unable to study a given subject because no teacher is available.

4. CPB should support the study and development of educational programs utilizing two-way audio and video interaction. This interactive capability is currently in use in the Health-Education Telecommunications (HET) satellite experiments and is or will be available in all cable systems in the not-too-distant future.

5. CPB should encourage the FCC to expedite the adoption of necessary rules regarding equal standards in VHF and UHF turners in television receivers.

6. CPB should explore ways in which an interface of these nonbroadcasting components can be activated for the improvement of education.

New technological capabilities offer broader, more accessible and diversified educational options in today's world. They deserve attention now and in the future as the state of the art provides exciting possibilities to improve American education.

Promotion and Awareness

One of the almost universal recommendations from the respondents was that the Corporation for Public Broadcasting should take measures to increase general understanding of the values of instructional broadcasting. Discussions revealed that one of the obstructions to wide use of instructional broadcasting is a lack of understanding, along with a considerable misunderstanding, of its purposes, uses, and values. During the past two decades, there have been reports of experimentation, released usually to the educational community, with fragmented coverage in the local press.

There has not been a concentrated national effort to acquaint the public with the new flexibilities and applications of instructional broadcasting. The need is a pervading one.

Recommendations

CPB should mount a continuing national effort, in cooperation with educational broadcast agencies or organizations, to develop understanding and acceptance of instructional broadcasting among educators, students, and the general public. In order to do this, CPB should implement the following suggested activities:

- Regularly circulate information about developments, results, and new programming to editors of journals and newsletters of the Advisory Council of National Organizations and other organizations so that they may inform their thousands of constituents.
- Publicize "success stories" where learning has been improved by the use of instructional broadcasting.
- From time to time, prepare attention-getting feature stories for national commercial and noncommercial publications.
- Produce and distribute single-idea spot announcements for radio and TV to promote the values of instructional broadcasting.
- Offer programs for national and regional conferences of major national organizations to inform constituents of developments and progress.
- Prepare, with school cooperation, several slide-sound presentations on the exciting aspects of instructional broadcasting and the Corporation's role in education for use at meetings of parents, educators, community groups, legislators. These should be made available to local stations with spaces for local additions.
- Disseminate information on important legislation relating to public broadcasting to gain public support and to give guidance to local stations for similar activity for local legislation. The need for support for public broadcasting, legislative and financial, should be included in all stories and releases, subtly or bluntly, according to the mood and circumstances of the moment.

Note: Persons experienced in public relations will know how to implement an effective program. They will modify and expand these suggested activities. Almost every group and individual interviewed emphasized the need for CPB to make a concerted effort in this area.

Concluding Statement

In the foregoing report, the Task Force has reflected the messages of many voices from across the nation; the vast majority were in harmony with the purposes of the study and in agreement with prescriptions for action. If the recommendations to CPB seem somewhat repetitive, it is because of the desire of the Task Force to transmit accurately those phrases which respondents oft repeated and underscored.

The suggestions revealed that educators and instructional broadcasters support CPB's new attention to instructional broadcasting and hope for the allocation of CPB's resources to develop instructional broadcasting into a significant and integral part of the educational process.

From the volume of suggestions, an important concept emerged: Instructional broadcasting includes more than programming. Relevant and accessible programs, good utilization, skillful teachers, appropriate use of nonbroadcast technologies—all must be understood, combined, and balanced for effective application to learning.

This report offers an historic opportunity for CPB to facilitate the progress of instructional broadcasting to the level of distinction achieved by public broadcasting in this country.

Appendix:

Additional Program Suggestions

The following list was prepared by Dr. Harold Wigren from recommendations made at extensive meetings with educators and broadcasters, including 17 mini-conferences held during conventions of national organizations.

Secondary Level

1. Metric System—Demonstrate practical uses in everyday life rather than comparisons with present system of measurement
2. Space science—To help students understand significance of space to future of humans
3. Programs to inform students on crises—Food, energy, economy, ecology and rally support to find solutions
4. Programs featuring—Simulated decision-making situations (government, civic, business) to permit student participation in assessing data and arriving at decisions
5. Open-ended dramatized situations that terminate at the decision-making moment to help students cope with problems such as drugs, sex, ethnic discrimination, generation gap, drinking, cheating, dropping out of school, getting into college These programs on radio and/or TV could be the basis of discussions in school, at home, in club groups and other gatherings of young people
6. Dangers of dieting without guidance
7. Interracial cooperation—To help bridge gaps between English speaking and non-English speaking students.
8. History related to the Bicentennial
9. Restoring confidence in government
10. Interpretation of new developments in current affairs for students
11. Homework helper—A different subject featured each week night to answer phoned or mailed questions on the air
12. Discussions by teen agers of current teen age problems with open phones at local stations with experts and student panels to answer questions
13. Problem solving games in mathematics—Answers phoned or mailed to station. Acknowledged on the air
14. Career guidance to provide overview of the world of work to open vistas and stimulate aspirations of students—with parent involvement to reinforce presentations by career experts
15. Series showing "How to" by experts in such careers as TV repair, auto mechanics, plumbing, telephone servicing, for distribution to areas where vocational education is minimal
16. Programs for homebound
17. Radio programs prepared for busses to give instruction during long rides
18. Programs to provide alternative education opportunities: mini-courses to offer a variety of student choices; programs for drop-outs and potential drop-outs; programs integrated with open space learning, store front schools; schools without walls
19. Student rap ressions on topics of interest to them
20. Urban studies
21. Series on Economic Education
22. Consumer Education Series for High School students: Simple "How to do it"—i.e., opening a bank account, making loans, filling out income tax forms, etc.
23. Instruction in Spanish in basic curriculum areas
24. Series called Humanities of Service
25. A package of series on the teaching of French containing both TV and radio segments.

Elementary Level

1. Telling and dramatizing excellent children's literature
2. Stories from around the world
3. Children's art—within U.S. and from other countries—exchanges
4. Need for conservation—food, energy, water, animals, plant life
5. Safety—traffic hazards for pedestrians—bicycle safety
6. Spelling games
7. Cultures of Indians, Eskimos
8. Children's hobbies

9. Outstanding children's performances —music, dance, art, drama
10. Acquaint children with opportunities in world of work to help them decide later on careers
11. Nutrition
12. Radio—Sesame Street (for national distribution)
13. Children's Literature—open ended stories.

Teacher Education Programs

1. Elementary reading to motivate and enhance learning
2. Metric system—How to begin at any level with students unfamiliar with it
3. Remedial math, particularly at middle school level
4. Demonstrations of techniques of inquiry, discovery, interaction
5. How do we mesh the progress of science with the concerns of the ecologists to fulfill the needs of people?
6. Education digest for teachers—Brief reviews of new publications of interest to teachers.

Report of the Task Force on Post-Secondary Formal Education

Introduction

Many Americans who wish to undertake college credit programs are unable to do so through traditional on-campus instruction. To serve these potential students the Corporation for Public Broadcasting (CPB) should join with the collegiate community to develop instructional programs using broadcast elements. These programs will be effective to the extent that institutions and broadcast systems cooperate in curriculum design, production expertise, dissemination of broadcast and non-broadcast components, and the maintenance of standards of quality. Many of the mechanisms for cooperation are already in place. Some are now being used successfully. CPB's role should be to act as a stimulus and catalyst for extending and supplementing their use.

During 1974 the ACNO Post Secondary Formal Task Force held four sessions and conducted six regional conferences as well as completing a survey of experts in instructional broadcasting and post secondary teaching.

The Task Force recommendations and suggestions for implementation outline working roles for the Corporation for Public Broadcasting and its related delivery systems: Public Broadcasting System, National Public Radio, and the Public Broadcasting stations. They also suggest working roles for universities, colleges, community colleges, and their regional and national consortia, specialized organizations, and associations. Topics covered include audience analysis, determining curricular needs, instructional design, production of materials, training programs, new requirements for delivery systems, copyright and clearance issues, and providing information where and when needed.

Existing national models that have worked well have stimulated high interest in the projected developments discussed by the Task Force. It believes that during the next five years, with the help of CPB, the doors of post-secondary formal education can be opened significantly wider through broadcast instruction.

Summary of Recommendations

The Post-Secondary Formal Education Task Force recommendations to the CPB:

RECOMMENDATION 1: Cooperative Development

Cooperate with post-secondary institutions and other broadcast organizations at the national, regional, state, and local level to establish desirable patterns for the mutual development of post-secondary formal educational courses that include broadcast components.

RECOMMENDATION 2: Consortia

Encourage consortia and ad hoc groups of institutions to develop and use post-secondary courses with broadcast components.

RECOMMENDATION 3: Audience Analysis

Assist post-secondary institutions and public broadcasting stations with the identification and analysis of the characteristics and needs of the potential audiences for post-secondary formal education to be served primarily through broadcast instruction.

RECOMMENDATION 4: Curriculum Ascertainment

Develop processes for the identification of national, regional and local curriculum needs, working closely with post-secondary institutions and public broadcasting stations in the ascertainment of needs. CPB supported projects should generally answer national post secondary curriculum needs.

RECOMMENDATION 5: Research

Commission and encourage research that will further the evaluation, design, production, and delivery of post secondary broadcast courses. A special area of examination should be cost-benefit considerations.

RECOMMENDATION 6: Legal Problems

Take a vigorous leadership role at the national level on behalf of both educational broadcasters and institutions to alleviate the many legal problems associated with copyright, royalties, and clearances which directly and adversely affect the potential for broader and more productive use of post-secondary broadcast courses.

RECOMMENDATION 7: Design and Production

With the cooperation of public broadcasting stations, encourage and support the design and production of broadcast courseware by institutions and organizations responsible for credentialling. CPB should assist in the planning and provision of funds for development and dissemination not only of such broadcast courseware, but also supplementary print materials, audio and video cassettes, and instructional kits which are integral parts of such courses of instruction. CPB supported projects should include student-user involvement in the design and developmental phases.

RECOMMENDATION 8: Training

Support and encourage organizations and institutions in training institutional, stations, and other media personnel to improve post-secondary educational course design, development, and delivery.

RECOMMENDATION 9: Delivery

Coordinate and serve as a catalyst, in concert with the national and regional public networks, to develop delivery systems that assist post-secondary institutions and broadcast stations to offer credit courses more effectively. Broadcast components of the courses should be disseminated through the public broadcasting stations, while responsibility for the delivery of non-broadcast course materials should reside with educational institutions.

RECOMMENDATION 10: Media Literacy

CPB should encourage post-secondary educational institutions to develop student and faculty training programs in the critical evaluation of materials presented through broadcast media.

RECOMMENDATION 11: Clearinghouse

Assist with the development and operation of clearinghouse and library resources to distribute and exchange information about post-secondary broadcast courses and practices, employing and building upon capabilities of existing institutions and organizations.

RECOMMENDATION 12: Advisory Committee

Establish a post-secondary educational advisory committee to assist the CPB Education Office and Board in carrying out these recommendations and to advise on future developments.

Statement of Present and Emerging Needs of Education

This society, and that of the future, demand not only innovative and improved forms of higher education, but a wider dissemination of that higher education to those not presently served. Only in the past decade have opportunities for access to post-secondary education been offered to such nontraditional students as workers, the handicapped, minorities, mature men and women, and women with small children.

College credit courses which employ radio or television as a means of delivery are today being produced by various post-secondary educational institutions, sometimes independently, sometimes in collaboration with other colleges and universities or with neighboring broadcast facilities. The purpose of this Task Force has been to examine whether and how the Corporation for Public Broadcasting and its sister national agencies, the Public Broadcasting Service (PBS) and National Public Radio (NPR), can best participate in the development and delivery of credit course offerings aimed at substantially improving the welfare of the general public.

In reaching its recommendations, the Task Force calls attention to the following considerations which control or explain the limits to CPB involvement implicit in our recommendations:

The Students to be Served

Recent studies identify more than 20 million persons in the United States who annually participate in post secondary instruction. This includes a large number who seek college credit, but cannot enroll in courses on a campus. The primary target for CPB should be those students and potential students of all ages who wish to enter or reenter colleges and universities and seek an official collegiate certificate or degree. This non-traditional student body is composed of persons of widely diversified backgrounds, ages and needs, from teen to senior citizen. Frequently, not only have many years elapsed since their formal education, but they either will not or cannot avail themselves of education in the traditional manner. However, the media must be, and can be, effectively employed to bring quality education to them on their terms. Secondary targets will be auditors seriously interested in learning the subject but not desiring a degree. A third target will be a large general audience hearing or viewing the broadcast portions of a course for information and pleasure.

Considerable experience now exists to assist with the effective design and delivery of such special courses for this student clientele. The British Open University, the Commission on Non-Traditional Study, and the Faure UNESCO Commission, are examples of activities from which valuable data can be obtained.[1]

The Nature of Academic Credit

By law and custom, the awarding of college credit has been the responsibility of collegiate institutions authorized to grant certificates and degrees. Although in recent years a number of organizations have developed programs to evaluate unconventional learning and *recommend* credit for it, the *award* of credit is still, and will remain, with the collegiate institutions. All noncollegiate agencies which participate in the instructional process must therefore play roles which cooperate with and complement the central role of the institution. This consideration applies to CPB and its affiliated broadcasting agencies, as well as to publishers, suppliers of instructional equipment, and others that form part of the course delivery system.

Local, Regional, and National Efforts

Traditional collegiate instruction has been aggressively local through most of its history. Geographically, the individual campus is where instruction takes place. Degrees are awarded only to those students who appear on that campus. Recently, however, credit instruction has been given off campus in nearby regions or statewide, and credits (sometimes even degrees) have been awarded students who seldom or never see the central campus. Following achievements in the development of the evaluation component (e.g., College Level Examination Program [CLEP] the Servicemen's Opportunity College, the Commission on Accreditation for Service Experience [CASE] recommendations), a few programs are now under way to expand to other regions and to the nation as a whole the instruction component of the collegiate process. In fact, parts of the instructional component have been national and international for a long time, notably the part that depends on books. Correspondence courses and, more recently, film, filmstrips, and cassettes are also part of this universay component. It is the purpose of the Task Force's recommendations to suggest a role for CPB in expanding the initially local instructional efforts of colleges and universities to a regional and national basis *where this is appropriate.*

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[1] cf. Maclure, S. "England's Open University." **Change**, 1971, 3, 62-22. Gould et al. **Diversity by Design**. San Francisco: Jossey-Bass, 1973; and Faure et al. **Learning to Be**. Paris: UNESCO, 1972.

Hindrances in the System

If we grant that there is an unserved credit-seeking student population, and that it might be served by better use of instruction delivery at least in part through broadcasting media, what has hindered colleges and broadcasters from supplying the needs earlier, and where might CPB contribute? The Task Force has identified the following hindrances:

Financial problems. To college faculty and administrators, the reported costs of broadcast instruction seem to far outweigh the costs of resident instruction, particularly when they have no knowledge of cost-benefit models. And, most significantly, and especially critical in a period of inflation and educational "belt-tightening," legislative appropriations and general fund support to further instructional broadcasting has been forthcoming in only sporadic and limited amounts.

Lack of experience. A limited number of faculty members and college administrators have had experience with using broadcast media for instruction. For some of these the experience has been negative. Station managers and production staff very often lack experience (or good experience) with producing and broadcasting collegiate courses. Training programs in colleges or in broadcasting for the most part have not as yet focused on preparation for broadcast instruction.

Audience. Assertions about the size and nature of the target audience are based only on aggregates of a limited number of sample survey responses, and may, for any particular institution or station, be unreliable. New techniques applied locally and aggregated regionally and nationally will be needed before a program in college-credit instruction can be confidently undertaken on a broad basis.

Copyright and other legal matters. Copyright, royalties, user fees, and other matters of law and contract may already be, or become, insurmountable obstacles even for local course programming.

Information. A great deal of information about what exists, what does and does not work, and what is being planned in broadcast instruction is available, but little has yet been done to make it available in usable form to the many who need it.

Quality and Quality Control

Traditionally, colleges and universities have established their own standards of quality, both for what they offer to the students and for the performance of students for credit and certification. To assure that standards are regionally and nationally adequate, they have established regional and national accrediting agencies to make periodic program reviews. In the quality control of the public broadcasting industry, no effort has yet been made (except in *Sesame Street* and *Electric Company*) to emphasize *educational* considerations as the primary ones. If broadcasters are to work with institutions on credit courses, each will have to join with the other to bring educational and broadcasting standards into harmony. The Task Force believes that CPB has a unique potential to operate both as a coordinating agency and as a catalyst to solve problems in post secondary educational broadcasting.

Building on Strength

Despite the difficulties noted above, expansion and improvement of local efforts in broadcast instruction can build on the following favorable factors:

(a) Recognition by the post secondary community that media, where systematically and intelligently employed, have the ability to motivate, to change attitudes, and to modify American life for the better;

(b) The existence of CPB and the public TV and radio stations as professional operating entities with a mission that includes formal education;

(c) The commitment of colleges and universities experienced in post-secondary credit instruction;

(d) Mechanisms that insure quality for both post-secondary educational institutions and broadcasters;

(e) Consortia with successful experience in both the design and delivery of broadcast instruction for credit;

(f) The existence of other consortia, regional associations, and national associations with talents and resources that might be directed in part toward expanding broadcast instruction regionally and nationally;

(g) Recognition by the post-secondary community that adequate time, facilities, staff and funding are required to produce academically sound courseware of professional quality.

The Suggested Roles of CPB

The Task Force recommends that CPB:

(a) Establish a clearinghouse/library to close the information gap;

(b) Review copyright policy;

(c) Use the formality of the Request for Proposal (RFP) as a means of assuring that whatever CPB funds has a reasonable promise of success in reaching a real audience with a program that will earn college credit for the earnest student. Thus, the RFP will demand that each proposal meet specified criteria or guidelines to receive favorable consideration for CPB funding.

The Task Force has *not* specified what these criteria should be. Developing results acceptable to project proposers in each area is in itself a complex undertaking. Thus, the Task Force recommends in each case that CPB Education Office, with the assistance of an advisory committee, initiate the development of criteria/guidelines, and then build them into the RFP's where appropriate. The areas to be covered are: involvement of consortia in proposals, criteria for needs assessment, training components in proposals, appropriate student/user involvement, determination of the target audience, and the use and conduct of research.

Presentation of the Recommendations

RECOMMENDATION 1: Cooperative Development

CPB should cooperate with post-secondary institutions and broadcast organizations at the national, regional, state, and local level to establish desirable patterns for the mutual development of post-secondary formal educational courses that include broadcast components.

Explanation: Post-secondary credit courses using public broadcast elements must, by definition, be cooperative efforts between the collegiate institutions and the producing broadcasters. Furthermore, neither the institutions nor public broadcasting are monoliths that can easily coordinate their relations. Each group is composed of independent entities (e.g., colleges, radio stations). At present, colleges and universities are not well organized to collaborate easily with public broadcasting. Nevertheless, a number of local, regional, and national consortia and associations of institutions exist. Given appropriate encouragement, these may act as catalysts encouraging a cooperative approach.

As CPB moves more deeply into educational fields, the Task Force suggests the Corporation take the initiative in bringing together representative academic and broadcast agencies, as well as others (e.g., publishers, librarians) that may in time be involved in the production and dissemination of broadcast instruction. The eventual goal is to identify a variety of coordinating mechanisms that ensure the teamwork necessary to prepare and deliver good

Office of the Corporation then would be able to work directly with counterpart offices and member units of the organizations in joint efforts with the public broadcasting networks and stations.

2. The Education Office should take the initiative in the planning and development of an effective system and procedure for interorganization cooperation and coordination.

3. The Education Office should see that procedures are established for identifying the target audiences, determining their educational needs, developing program resources, and evaluating educational results.

4. These systems and procedures should include standards and programs.

As an initial step, CPB's current and planned interests in the educational field should be made known through a new statement of its educational mission derived from the work of the Task Force, ACNO, PBS, NPR, and the CPB Board and staff.

Implementation Strategy: The Task Force suggests the following as basic to the implementation of its twelve recommendations. Where *additional* steps are needed, they are identified in the specific recommendation.

1. CPB should establish a systematic working relationship with appropriate national post-secondary educational organizations. The Education criteria for operation, administration, funding and utilization.

5. All proposed projects, programs, and/or studies should be reviewed and evaluated by a panel of selected professional consultants.

6. The recommendations of the consultant panels then should be reviewed by the Advisory Committee of the Education Office, and its suggestions along with the advice of the Office be forwarded to the CPB Board for final approval and authorization.

RECOMMENDATION 2: Consortia

CPB should encourage consortia and ad hoc groups of institutions to develop and use post-secondary courses with broadcast components.

Explanation: The limited resources available for post-secondary institutions and for public broadcasting dictate working together for common purposes. The creation, development, and production of complex multi-media courses require additional talented staff, increased cost, more complex utilization patterns, and different design solutions. These complexities, as well as limited broadcast opportunities, tend to encourage joint cooperative efforts.

Many types of consortial activity now exist to broadcast post-secondary formal education courses. The Task Force suggests that these and other patterns of cooperation should be fostered by CPB to encourage joint efforts in high quality production of course materials and their increased utilization.

Reflecting the current trend toward greater autonomy and decision-making by the local public broadcasting stations, CPB's involvement should facilitate regional and decentralized decision-making and production in the area of post secondary formal education. CPB should recognize and assist, as appropriate, with the encouragement of the sharing of resources and in the "diversity of design."

Implementation Strategies: Regional consortia could be organized by action initiated by CPB, but it is more likely that existing regional consortia already operating as a service to post secondary education will move forward to assume regional consortial leadership. Large regional groupings might be organized through regional planning sessions. Consortia can play an important role in helping CPB identify needs, target audiences, program resources, and regional course approval. They also can work with regional networks, state and local institutions, and local stations in distribution and utilization of programs.

RECOMMENDATION 3: Audience Analysis

CPB should assist post secondary institutions and public broadcasting stations with the identification and analysis of the characteristics and needs of the potential audiences for post-secondary formal education to be served primarily through broadcast instruction.

Explanation: In this area the Task Force follows the recommendation of the Commission on Non-Traditional Study and suggests that the prime target for broadcast courses should be those not presently served by campus-bound academic programs. The role of CPB should be to assist educational institutions and educational agencies through broadcast instruction, to expand the possibilities for adults to enter or reenter the system of post secondary formal education.

The Commission on Non-Traditional Study and others have already described many of the important features of the non-traditional student target audience. CPB should utilize this and other related studies to improve the delivery systems available and the delivery activities capacity to function interactively with this type of student. In this process, it will be necessary to identify and select the target audience at the local, state, regional, and national levels.

Implementation Strategy: The generalized implementation strategy presented with Recommendation 1 is applicable to this suggestion.

RECOMMENDATION 4: Curriculum Ascertainment

CPB should develop processes for the identification of national, regional, and local curriculum needs, working closely with post secondary institutions and public broadcasting stations in the ascertainment of needs. CPB-supported projects should generally answer national post secondary curriculum needs.

Explanation: The Task Force believes that the ascertainment of post secondary educational needs at the local level is the first major step in courseware design and production. The Extension Division staff of universities and colleges and the community service staff of community colleges continuously assess community educational needs for potential course offerings, and have been defining potential target audiences for many years. Following their example, and using these mechanisms, it is recommended that the station staff and the institution staff develop close working relationships to improve ascertainment methods and processes.

The second major step in the process is the ascertainment of educational needs at the state and/or regional levels, and the design of courseware related to these particularly as they may differ from those germane at the local level.

The third major step is the ascertainment of what may be determined as national post-secondary formal educational needs, and the design and production of appropriate courseware.

Major decisions on the use of courseware take place at the local institution level. It is, therefore, imperative that the needs ascertainment at all levels review the requirement for granting of credit for all course suggestions by the educational institutions. CPB, through the Education Office, should assist local institutions and stations, and state and/or regional systems or consortia in the ascertainment of need and the courseware design process. From this activity identification of national needs should emerge.

Implementation Strategy: The generalized implementation strategy presented with Recommendation 1 is applicable to this suggestion.

RECOMMENDATION 5: Research

CPB should commission and encourage research that will further the evaluation, design, production, and delivery of post-secondary broadcast courses. Cost-benefit considerations should be a special area of concern.

Explanation: Although there have been many research studies on educational broadcasting over the past 25 years, the Task Force believes that there is a distinct need on the part of post-secondary institutions and organizations to conduct more sophisticated research and evaluation into course design, production standards, and delivery methods that could be used nationally. Ideally, this research and evaluation would be designed to provide results which could be readily applied to projects developed by both post-secondary institutions and public broadcasting stations and networks. The Task Force analyzed the suggestions from the regional conferences relating to the need for definitions of costs. It suggests that CPB, PBS, NPR, and other agencies should encourage research design studies of theoretical elements of cost-benefit analysis for post-secondary institutions and public broadcasting stations. The elements of cost-benefit analysis would vary with their application by different institutions or stations.

Implementation Strategy: The generalized implementation strategy offered for Recommendation 1 is applicable to this suggestion.

RECOMMENDATION 6: Legal Problems

CPB should take a vigorous leadership role at the national level on behalf of both educational broadcasters and institutions to alleviate the many legal problems associated with copyright, royalties, and clearances which directly and adversely affect the potential for broader and more productive use of post secondary broadcast courses.

Explanation: CPB should take the lead and marshal efforts of many groups in the solution of the problems directed toward assisting educational organizations and agencies with copyright concerns. CPB should attempt to gain off-the-air educational recording rights for educational institutions of broadcast course materials and other potential course materials which it acquires or finances. While this may involve paying front money royalties, it will enable educational institutions to provide alternate viewing-listening-study time for non-traditional students attending community study centers. CPB should represent the public and use public funds to benefit the learning public. The additional costs which might be involved could eventually be assumed by the user institutions on a formula compensation basis.

The regional planning conferences agreed that to make effective use of educational materials produced by and for public broadcasting, all publicly funded products should be in the public domain. Thus, present and potential students will have access to these materials. To provide for maximum use and benefit by the public, CPB should insist to the extent negotiable, that all instructional media materials used on public broadcasting be free of all fees and other legal restrictions.

Implementation Strategies

1. CPB legal staff should meet with potential and current program producers to analyze the problems and costs for off-the-air recording rights for post-secondary institutions.
2. In view of impending legislative developments in the copyright field, CPB should hold a national planning conference on copyright and recording problems for post-secondary education as soon as possible.
3. CPB should immediately direct its staff to conduct a survey of current policies and practices in post secondary education pertaining to copyright, royalties, and clearances. The results of this survey should be widely disseminated.

RECOMMENDATION 7: Design and Production

With the cooperation of public broadcasting stations, encourage and support the design and production of broadcast courseware by institutions and organizations responsible for credentialling. CPB should assist in the planning and provision of funds for development and dissemination not only of such broadcast courseware, but also supplementary print materials, audio and video cassettes, and instructional kits which are integral parts of such courses. CPB-supported projects should include student-user involvement in the design and development phases.

Explanation: CPB should recognize that courses presented through media systems can only be given credit by an external agency, i.e., the post secondary institution. Therefore, CPB and the stations must develop close cooperative working relationships with institutions having the credit decision making role in the use of the courses. It is also important for CPB to recognize that institutions have varying credit and entrance requirements, and that varying accreditation standards exist in different regions of the country.

The initial role of the Education Office of CPB is to involve national educational association, regional consortia, state higher education systems, and local institutions in the curriculum development of the *non*-broadcast materials which are a significant part of this effort.

If the CPB Education Office works carefully with the institutions and agencies from the beginning, the problem of college credit is not an impossible task. The involvement and participation of the public broadcasting stations is essential to the design and production of the courseware as well as the dissemination. National consortium courses presently offered on broadcasting stations, in newspapers, and by mail have had no major difficulties if they provided high quality, faculty involvement, much lead time for faculty analysis of the academic material, and local involvement to meet local academic needs.

Implementation Strategy: The generalized implementation approach presented for Recommendation 1 is applicable in this instance.

RECOMMENDATION 8: Training

CPB should support and encourage organizations and institutions in training institutional, station, and other media personnel to improve post secondary educational course design, development, and delivery.

Explanation: The quality and use of programs employing broadcast media will depend heavily on the training and experience of the academic and station personnel involved. Until training for broadcast instruction has become firmly established, the Task Force recommends that CPB:

1. Require that each proposal for support of an academic course include provision for training where appropriate, and
2. Encourage the submission of proposals for training (e.g., workshops, internships) by organizations and academic agencies representing station and institutional interests. CPB itself should not conduct such training.
3. Special emphasis should be given to programs for minority faculty and minority station staff.

Implementation Strategy: The generalized implementation strategy presented for Recommendation 1 is applicable in this instance.

RECOMMENDATION 9: Delivery Systems

CPB should coordinate efforts and serve as a catalyst in concert with the national and regional public networks, to develop delivery systems that help post-secondary institutions and broadcast stations to offer credit courses more effectively. Broadcast components of the courses should be disseminated through the public broadcasting stations, while responsibility for delivery of the non-broadcast course materials should reside with the educational institutions.

Explanation: Each post-secondary educational program supported by CPB will use broadcast elements. Important *at the planning stage* is the wise choice of these elements among options that include not only public TV and radio production and transmission, but also such options as cable television, satellites, videocassettes, learning centers, and instructional media libraries. In addition, few if any such programs will be delivered solely in electronic form. Most will require a variety of materials in print, and the distribution of these materials through institutions, bookstores, mail order, and other outlets.

The Task Force believes that the time for integrating the production and delivery components of an educational program is in the early stages of design. Desirable as this may be, the regional meetings conducted by the Task Force indicated clearly that too few persons interested in expanding broadcast instruction are sufficiently informed to plan adequately for integrating production and delivery systems. In time, experience and the activities of the clearinghouses recommended below will resolve some of the problems. Meanwhile, the Task Force recommends that CPB (1) provide consultants to those planning programs, (2) in collaboration with other organizations, establish workshops dealing with the problems and their solutions, and (3) approve only those funding proposals that show evidence of adequate integration of the various production and delivery mechanisms.

Implementation Strategy: The generalized implementation suggestions presented with Recommendation 1 are applicable in this case.

RECOMMENDATION 10: Media Literacy

CPB should encourage post-secondary educational institutions to develop student and faculty training programs in the critical evaluation of materials presented through broadcast media.

Explanation: Since 1945 there has been a rapid increase in audience time given to radio and television. These media are constantly being utilized in more sophisticated ways to inform as well as to entertain. This Task Force believes that it is part of CPB's role to assist in the development of excellent and diverse programming for the American people. One of the best ways to encourage such programming is to give the broadcaster access to an audience that is knowledgeable, critical, and able to appreciate the fine points of broadcast technique and content.

The Task Force notes further that the effectiveness of broadcast instruction depends also on the sophistication of the audience—their "media literacy," akin to the understanding of the written word to which schools and colleges devote much of their instruction. The Task Force believes that improving the media literacy of the public is the responsibility of educational institutions. This should be accomplished through classroom instruction, the preparation of teachers at all levels, and the retraining of those now teaching. The Task Force recognizes that CPB's role in the training of such audiences is not a primary one, but as CPB moves into its educational programs, it should take formal steps to raise this issue. CPB should be ready to contribute advice and expertise and, where appropriate, funds to those organizations and institutions experimenting with solutions.

Implementation Strategy: The generalized implementation strategy presented with Suggestion 1 is applicable to this recommendation.

RECOMMENDATION 11: Clearinghouse

CPB should assist with the development and operation of clearinghouse and library resources to distribute and exchange information about post-secondary broadcast courses and practices, employing and building upon capabilities of existing institutions and organizations.

Explanation: A number of local and regional centers now collect information about post secondary credit courses that include a broadcast component. However, their capacity is limited and they cannot provide the quality and quantity of information and services that the expansion of broadcast-assisted instruction envisioned by the Task Force will require. CPB, therefore, is urged to take the first steps to develop a national and regional *plan* for the services listed below. It is not the intent of the Task Force that CPB carry out these activities. On the contrary, it should build on resources that currently exist. Existing regional and national organizations should be involved in the consideration of the old and new structures that may be necessary to offer services such as the following:

1. Providing development and evaluation data about instructional pro-

grams using broadcast media and an annotated, periodical catalog of such data. Criteria for listing programs should be based on standards related to the roles of public broadcasting stations (i.e. CPB is not responsible for all educational programs, or those without relations to public broadcasting).

2. Providing access to programs for both public and commercial stations and educational institutions, including assistance in acquiring clearance and rerun rights.

3. Providing periodical publication dealing with significant developments in public broadcast instruction.

4. Providing consultant services to both institutions and public broadcast stations.

5. Providing guidelines for quality in planning, production, and dissemination.

6. Providing assistance in bringing together institutions and stations with potentially complementary interests in post-secondary instruction.

It is assumed that the clearinghouse/library functions listed above may require both a national center and several regional centers. (Some regional centers now exist.) CPB's role should initially be to investigate needs at local, regional, and national levels; next to encourage, and perhaps fund, the expansion of the capabilities of existing organizations, and finally, if necessary, itself to provide for services that cannot be met through existing organizations.

Implementation Strategy: The generalized implementation strategy presented with Recommendation 1 is applicable in this instance.

RECOMMENDATION 12: Advisory Committee

CPB should establish a post secondary educational advisory committee to assist the CPB Education Office and Board in carrying out these recommendations and to advise on future developments.

Explanation: The Task Force believes that a special post-secondary advisory committee is needed for the following reasons:

1. The diffuse academic administrative decision-making process of post-secondary institutions,

2. The unique problems related to the granting of credit by these institutions,

3. The technical problems of cooperation between these institutions and the public broadcasting affiliates and agencies, and

4. The problems that will arise in the development of criteria for proposal design and project funding.

This committee in the fulfillment of its services to the Office and the Corporation, will have a continuing responsibility to work in close cooperation with local, state, regional, and national post-secondary institutions and educational organizations, and with the public broadcasting networks and stations. This advisory committee should have representation from post-secondary education institutions, public broadcasting, and the public sector.

The Committee and Its Functions

1. The Advisory Committee should be an integral part of the approval mechanism and the funding process of post secondary formal education projects.

2. The Advisory Committee members should be appointed for 3 year terms.

3. The Advisory Committee should meet at least twice a year with other groups formally associated with CPB working on other projects in education.

4. Whenever appropriate, the Washington meetings of the Advisory Committee should include invited guests from PBS, NPR, HEW, learned societies, and other governmental, industrial, and educational agencies and organizations.

5. The Advisory Committee should develop a 3 to 5 year development plan for CPB to meet emerging education needs and development opportunities.

Report of the Task Force on Adult Education

Introduction

The Charge to the Task Force

The ACNO Task Force on Adult Education was constituted and convened for the purpose of developing recommendations for a master plan for involvement of the Corporation for Public Broadcasting in adult education activities, working in concert with other organizations currently engaged in adult education programs of all kinds. The Task Force identified two major objectives for its efforts:

a. The development of a national delivery/utilization system model for adult education activities which would identify the respective roles of CPB, PBS, NPR, local stations, educational institutions, social organizations and clientele groups, including the broadcast components and the administrative requirements for effective operation of the system.

b. The development of a mechanism through which national programming priorities in adult education would be identified and their core elements defined within a flexible system capable of adaptation and modification to serve a multiplicity of local situations. Although the project had originally called for the specific identification of three high-priority programming areas and core curriculum elements for each of the three priority areas, the Task Force ultimately decided that its recommendations to ACNO should focus primarily on the articulation of criteria for identification of national programming priorities and program content as part of the national delivery/utilization system. In that way, CPB could identify *current* national programming priorities in adult education and use the same system to identify priorities in future years.

Task Force Organization

The Task Force on Adult Education was selected from the ranks of experienced educators and broadcasters, together with representatives of the general public and special clientele groups. Every effort was made to ensure as broad geographic representation as possible. The members of the Task Force have represented their own thinking and experiences; they have not served as representatives of the organizations or institutions with which they are affiliated.

The Task Force has been assisted in its efforts by four special advisory groups.*

a. An Association Advisory Group composed of staff persons of major national associations with a vital interest in adult education and in broadcast media. Its role was to serve as a vehicle for orientation of national office staff personnel on the work of the Task Force and as a feedback mechanism for suggestions and recommendations from the associations.

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* The activities and recommendations of these groups are presented in more detail in the appendices to this report.

b. A Government Advisory Group composed of staff personnel from federal agencies with major adult education responsibilities either for the training of their own personnel or for programs directed toward the public. In developing their recommendations to the Task Force, the members of this group represented their own individual thinking and not the official positions of their respective agencies. The role of this group was orientation of its members on the objectives of the Task Force effort and analysis of the potential of a national delivery/utilization system that might help to meet federal adult programming needs in both in-service training and Congressionally approved general-public-oriented activities.

c. A Special Consultant Group composed of 16 persons who are nationally knowledgeable and experienced in multi-site educational programming and/or public broadcasting. This group was assigned the responsibility for developing and recommending a model for a national delivery utilization system for adult education programming. The group's charge was to develop this model using the current public broadcasting media (radio and television) as a base without excluding the possibility of using alternate media systems (cassettes, closed circuit, cable, satellite) to satisfy the diverse needs of the heterogeneous clienteles in adult education.

d. A National Conference on Program Priorities attended by 35 program specialists, with seven specialists in each of five major program areas in adult education: adult basic, vocational/technical, professional, general public service, and social problem solving. The conference participants were to identify two to four program priorities in each of the five major program areas, out of which the three highest national priorities would emerge.

Task Force Philosophy and Methodology

In approaching its charge with respect to public broadcasting, the Task Force made certain assumptions which it believes are essential for the achievement of the fullest educational potential of public broadcasting. The Task Force has taken the following as its points of departure for the succeeding discussion and recommendations:

a. All programming should be directed toward progressively improving the quality of education.

b. The traditional and well-documented approaches to quality education through reading, laboratory work, and other tested methods of instruction should be respected and fully supported. The Task Force's goal is the full utilization of the educational resources and potentials of radio and television in complementary and supplementary educational efforts.

c. Every feasible instructional technique should be utilized to expand continuing participation in educational programs by an ever-increasing proportion of our total population.

The Task Force initially made a thorough study of available data on trends in adult education and of the Witherspoon report on current practice and trends in public broadcasting. Further, it carefully reviewed recommendations from its own auxiliary bodies, including the Association Advisory Group, the Government Advisory Group, the Special Consultant Group, and the National Conference on Program Priorities. A strong consensus emerged as Task Force recommendations took shape on the basis of accumulated evidence of an increasing interest in and need for adult education programming. The Task Force concluded that public broadcasting, like every other contemporary social institution, must find ways to serve this need. The group agreed, moreover, that since adult education clienteles are often few in number in individual communities but very numerous in the total national aggregate, public television and radio as mass media have a unique capability to provide focus for national programming designed for adaptability to local interests and needs and to widely dispersed audiences. Further, it was the Task Force's judgment that the current operation of American public broadcasting, with its intensive system of interactions among local and national agencies, could well serve as the basis for a new national adult education programming effort. The recommendations of the Task Force are conceived as guidelines for development and implementation of such a programming effort.

Summary of Recommendations

The Task Force's recommendations are focused on three major categories: criteria for selection of national adult education programming priorities, a national/local cooperative planning and utilization system, and alternate utilization systems.

Criteria for Selection of Adult Education Programming Priorities

Recommendation No. 1: That CPB utilize specific criteria for identification of national adult education programming priorities. The Task Force recommends at least these five criteria for each program selection:

a. Will it serve large numbers of people?

b. Will it be capable of multi-level audience utilization with the addition of appropriate learning situations?

c. Will it serve a compelling public interest?

d. Will it be an appropriate use of public broadcasting?

e. Will it have potential for repeated utilization over a reasonably long period of time?

A National/Local Cooperative Planning and Utilization System

Recommendation No. 2: That CPB encourage organization of local "adult education broadcasting councils" in areas where adequate advisory mechanisms involving local adult education user organizations and institutions do not exist.

Recommendation No. 3: That CPB use the "adult education broadcasting councils" to generate programming priorities based upon inputs from local and national sources.

Recommendation No. 4: That CPB fund the planning and development of projects identified by the programming priorities system.

Recommendation No. 5: That CPB actively seek additional funds for development of national adult education programming.

Recommendation No. 6: That CPB seek to ensure that adult education programming can be utilized by supplemental distribution systems.

Alternate Utilization Systems

Recommendation No. 7: That CPB study, with appropriate agencies, ways in which alternate media distribution systems can be utilized or established where broadcast services are inadequate to meet the needs of adult education programming for its many clientele groups.

Present and Emerging Needs in Adult Education

Adult Education vs. Full-Time Student Participation *

Adult Education in the United States is a rapidly growing field, but many significant needs are currently not being served. The U.S. Office of Education triennial survey of adult education in 1972 indicated that there were 15,734,000 participants in organized adult education activities in the United States, compared with 11,602,000 full-time students. Adult students constituted 57.5 percent of the total.

Rate of Increase in Adult Education Participation

Of crucial importance is the fact that the rate of increase in the number of adult students between 1969 and 1972 was 2.3 times greater than the increase in the number of full-time students. This rate of growth demands the attention of educational organizations, whether broadcast-oriented or not. As participation expands, the economics of broadcast media becomes increasingly attractive.

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* For detailed documentation of the data in this section of the report, see Appendix D, Tables 1 through 11.

Underparticipation of Economically and Educationally Disadvantaged Groups

Demographic data from the survey reveal a largely untapped market among disadvantaged groups, especially those with low levels of income and educational achievement. In 1972, only 13 percent of the participants in adult education had not completed high school. In sharp contrast 43.4 percent of adult nonstudents had not completed high school. At the other end of the scale, 47 percent of adult students had completed at least some college studies, whereas 19 percent of nonstudents were in that category.

Similarly, family incomes of nonstudents were significantly lower than those of either adult students or full-time students: 38 percent of adult nonstudents had family incomes under $7,500, while 21 percent of adult students were in that income category.

Although women constituted a majority of participants in adult education in 1969 and 1972 (52 and 58 percent respectively), blacks decreased in their proportion of the student body from 5.8 to 5.0 percent between the two survey years. The sharpest decline occurred among black men—from 4.9 percent to 3.7 percent. In both cases, their participation in adult education was significantly below their proportion of the total population.

Occupational Characteristics of Adult Education Participants

The adult student body has constantly had a strong occupational character. The proportion of participants in adult education who were working or in the labor force was extremely high in both 1969 and 1972, remaining steady at 80 percent during the two survey years.

Looked at in terms of types of courses taken, both the 1969 and 1972 surveys indicated that a majority of all adult students in postsecondary education participated in occupational or professional training: 5.3 percent in 1969 and 57.3 percent in 1972. Overall, there was an increase of 25 percent in the total number of participants in occupational or professional training between the survey years. The same holds true for nonstudents who were surveyed by the Commission on Non-Traditional Study in 1972. Of those who indicated they would like to become learners, 78 percent chose vocational subjects as one of their preferred areas of learning; and, further, 43 percent chose vocational subjects as their first choice.

If public broadcasting is to be used to satisfy the needs of current or future clientele groups, program content should have a strong occupational focus, but this should not preclude priority consideration for other types of programming.

Types of Educational Sponsoring Organizations

Programs must also be geared equally to adult education activities at educational institutions and at other organizations whose goals are not primarily educational. In both 1969 and 1972, approximately 45 percent of adult students attended programs administered by employers, community organizations, labor unions, professional associations, hospitals, and private tutors. Of special significance is the fact that in 1972 a total of 2,613,000 persons participated in employer programs and another 1,996,000 in programs operated by community organizations.

Federal Social Problem-Solving Programs

Over the years the Congress has passed a large number of categorical adult education programs designed to assist in the solution of social and economic problems, such as those relating to health, nutrition, aging, agriculture, drug abuse, environment, education, and social welfare. According to the National Advisory Council on Extension and Continuing Education, there were 168 such programs funded in 1972 with appropriations of $1.026 billion.

The number of federal problem-solving programs and the scope of funding would appear to mandate that public broadcasting give careful attention to the adult educational needs which can be served by federal agencies with Congressionally-funded programs. The long and successful record of the use of public and commercial radio and television for federally-financed agricultural extension programs plus the more recent use of federal funds for "Sesame Street" and arts and humanities programs indicate that these media are appropriate and viable vehicles for dissemination of federally-financed adult education programs for targeted audiences as long as adequate safeguards are exercised regarding undue Federal agency control over programming.

National Programming Priorities

Participants in the National Conference on Program Priorities, which was organized by the Task Force, identified 19 program priorities for consideration by the Task Force and CPB (Appendix A). The Task Force especially shares the concern of the conference participants for programs which relate to acquisition of survival skills, problems of the elderly, enrichment of family life, and enhancement of cultural pluralism.

Use of Television and Radio in Adult Education Programming

The extremely low level of use of radio and television in adult education (in 1969 and 1972 (less than 1 percent of adult students—83,000 and 145,000 respectively—participated in organized learning activities using radio or television) indicates that an effective system has yet to be developed which would satisfy the needs of adult clientele groups in organized learning situations.

The Task Force identified several needs which, if adequately met, would optimize the partnership between adult education and public broadcasting:

- To develop a linkage between public broadcasting and the educational capabilities of institutions and organizations;
- To develop a mechanism which would facilitate identification of clientele groups and their needs;
- To encourage and finance better research;
- To develop the means of delivering materials, both broadcast and supporting print elements and classroom components, to user institutions and agencies.

Recommendations

The recommendations of the Task Force on Adult Education reflect recognition of several major issues which confront both broadcasters and educators when they attempt to join their respective missions and capabilities to serve the educational needs of adults in the United States.

In seeking ways to resolve these issues, the Task Force drew guidance from the planning criteria set forth in the CPB/ACNO Education Study Plan. It felt that Criterion #2 was of special significance in dealing with the broad and diffuse world of adult education. Criterion #2 states:

> *All planning will relate to organized learning situations by various types of institutions. Other institutions have primary responsibilities in education; CPB has a support role.*

The result was a recognition that educational broadcasting must include programming which has no institutional ties but which "educates" a general public on broad-gauge topics of substance. CPB and PBS and NPR, along with others, currently are generating these kinds of programs. Notable examples are "The Killers," "The Ascent of Man," "Feeling Good," "Wall Street Week," and "All Things Considered." These efforts should be continued and expanded. Furthermore, it is possible—and desirable—that programs designed for organized learning situations will have general audience appeal.

On the other hand, the Task Force felt that it could best serve by considering the more difficult, and largely unanswered, questions of how to make broadcasting a part of the ongoing and pervasive adult education activities now in place.

Many years of experience have

evolved effective patterns of service to adult learning needs, ranging from informal training by service groups, to more structured courses offered by professional societies, labor and business groups, and others, to the highly formalized activities of colleges and universities. It is unnecessary, and would be counter-productive if not impossible, for CPB to duplicate these existing mechanisms which provide for feedback to instructional sources.

With the foregoing in mind, the Task Force on Adult Education addressed itself to the issues within the context of the following CPB/ACNO objectives associated with Criterion #2.

a) To determine effective uses of public broadcasting for organized learning situations;

b) To conduct studies yielding plans of action beneficial to learners of all ages [N.B.: for this Task Force, adults];

c) To develop delivery system models, incorporating broadcast and non-broadcast components and responsive to the needs of educational and other groups and agencies;

d) To be responsive to the need for institutional cooperation and coordination.

To achieve these objectives, and to meet the identified needs, the Task Force on Adult Education has evolved a set of program selection criteria, and a National/Local Cooperative Planning and Utilization System, together with a proposal to explore alternate media systems which form the basis for the recommendations in this report.

Criteria for Selection of Adult Education Programming Priorities

After considering the reports of the National Conference on Program Priorities (Appendix A) and the Special Consultant Group to the Task Force (Appendix B) and its own analysis of trends and emerging needs in adult education, the Task Force concluded that public broadcasting can be a valuable supplement to many existing programs of adult education, as well as a vehicle for reaching new and enlarged audiences.

However, it also recognizes that the most cost-effective use of a national broadcasting system comes in reaching relatively large audiences.

To achieve these twin objectives the Task Force proposes:

RECOMMENDATION #1: That CPB Utilize Specific Criteria for Identification of National Adult Education Programming Priorities.

Granting the desirability of maximizing the use of public broadcasting media in adult educational programming, and at the same time conceding limitations of the current capability of these media to satisfy the educational needs of all adult groups, criteria must be developed for CPB and its broadcasting colleagues to guide their determinations of programs to be given priority for national programming. Among factors that should be considered are size of audience, urgency of need, public interest, cost-benefit ratio, and potential for multi-media and multi-audience utilization.

The Task Force recommends at least these five criteria for each selection:

a. Will it serve large numbers of people?

b. Will it be capable of multi-level audience utilization with the addition of appropriate learning situations?

c. Will it serve a compelling public interest?

d. Will it be an appropriate use of public broadcasting?

e. Will it have potential for repeat utilization over a reasonably long period of time?

These criteria do not offer objective standards by which to judge ideas and proposals. Rather, they are intended to emphasize those elements which the Task Force regards as most important to increasing the likelihood of success of any programming in terms of satisfying adult education needs in the United States.

In these criteria, the Task Force reinforces concepts put forward by the

National Conference on Program Priorities and the Special Consultant Group. As an example of a means of reaching both large numbers of narrow-interest groups at the same time, the Special Consultant Group noted:

> *As a means of overcoming possible objections based upon numbers and scope, the Special Consultant Group recommends that whenever possible broadcast components should be applied to multi-level audiences by varying the supporting learning situation. Experience has shown on some recent projects that it is possible to use the same television programs as the basis for credit courses, non-credit informal education, and as an enhancement viewing situation for a general audience.*
>
> *One example is "The Ascent of Man," which is a general-audience interest program being offered through the Public Broadcasting Service. Across the nation, the general-interest programs are being supplemented with study guides and periodic classroom sessions and/or independent study materials to create a course for college credit. With fewer and less elaborate class meetings and written materials, the programs fit into adult education informal settings. With no class meetings and with only a viewer's guide and perhaps selected readings, the meaning of the programs can be enhanced for a general audience. At the same time, of course, the bulk of the audience can enjoy the programs as originally presented, with no additional effort.*

The Task Force realizes that all projects will not be equally successful in capturing the interest of a general audience while preserving sufficient educational values for a specialized group. However, all projects can achieve this multi-audience interest to some degree.

It must be recognized that the issue is not clear-cut: some programs which have prime value for limited audiences, such as physicians or city managers, may also have significant secondary benefits for the general public, while others designed for larger specific audiences may be useful to the general public, either as a broadcast audience or as a secondary beneficiary through improved services from better-trained professionals.

A National/Local Cooperative Planning and Utilization System

The Task Force points out that there are three independent and essential entities involved in the effective use of broadcasting in organized learning situations on a nationwide basis: the Corporation for Public Broadcasting, the local broadcast stations, and local user institutions/organizations. Development of an effective national/local planning and utilization system depends upon defining the optimum relationships among these entities. In general terms, each has the following role:

Corporation for Public Broadcasting—provides a basis for national scope which allows for a higher level of funding to assure high quality, for economies of network distribution of broadcast materials, and for the advantages of national promotional efforts.

Local broadcast stations—provide the primary means of dissemination in each community. Because each is locally licensed, each has a responsibility for ascertaining community needs and selecting programs to meet those needs.

Local user institutions—provide the organized learning situations necessary for full and effective utilization. Each has specialized means for determining the local educational needs of specialized and general audiences, and for meeting those needs. They can assist the local station in ascertaining these specific community needs through market analysis, and can provide the support mechanisms for meeting them. The institutions have existing procedures for enrolling and certifying students, which the other entities lack.

In many areas, local stations have already established working relations with advisory groups of various kinds for planning and carrying out instructional and general-interest projects. The Task Force on Adult Education believes such working relationships are essential to optimize local support and use.

The next five recommendations deal with development of a realistic model for such working relationships, which are important both in the planning and the implementation of adult education programming projects. The Special Consultant Group, as its primary assignment, developed a national delivery/utilization system. The Task Force accepted that system in principle, but has expanded its role to include the element of planning.

RECOMMENDATION #2: That CPB Encourage Organization of Local "Adult Education Broadcasting Councils" in Areas Where Adequate Advisory Mechanisms Involving Local Adult Education User Organizations and Institutions Do Not Exist.

As noted earlier, local stations in many areas already have advisory groups which reflect adult education needs. Others have advisory groups which could be expanded to include this role.

In functional terms, the Task Force emphasized that extensive use of broadcast course materials requires integral participation by all groups which may be organizing the learning situations. Membership, therefore, must include as broad a range as possible of local user institutions and organizations. These are defined as: Any organization with educational responsibilities. As stated in the report of the Special Consultant Group (Appendix):

> *At one end of the continuum would be colleges and universities which have highly formalized educational missions. At the other end would be voluntary service organizations which carry out educational activities to benefit their employees or member constituencies. Ranging between these would be professional societies, labor unions, government agencies, libraries, churches, community organizations, business/industry training programs, etc.*
>
> *It is expected that these councils will be extremely diverse in constituency, in structure, and even in size and scope of "local community"—ranging from metropolitan area to county or state or even multi-state region. It would be the station's responsibility to identify and invite the participation of all institutions and organizations having responsibility for any kind of adult education, and to bring together their representatives for planning and establishing the local council. It may well be, however, that the station will not ultimately house or manage the council operation, though as the primary element in the delivery system, it will always play a major role. The actual operation of council activities might be assigned to an educational institution, a community organization or a coalition of such organizations, or some other participating agency. It is also likely that council membership will shift from project to project, depending upon program focus. It is important, however, that there be a continuing core of cooperating institutions with opportunity for the involvement of all. The group stresses that the relationship of local educational institutions to the council is extremely important, since they have in place the systems for registering students, for distributing support materials, and for feed-back and interaction processes.*

Beyond existing groups and and those which may be organized, the Task Force noted the possible resources to be found in state adult education advisory councils being formed under the Adult Education Act, as well as the new Community Education activities. It is further suggested that CPB find ways to assist development of financial support, where it may be needed, to encourage formation of these local groups.

RECOMMENDATION #3: That CPB Use the "Adult Education Broadcasting Councils" to Generate

Programming Priorities Based Upon Inputs from Local and National Sources.

A two-directional process is envisioned in this recommendation. First, local councils would feed to CPB adult education priorities they have identified. These would become part of the overall selection process. Second, CPB would feed to the local councils program ideas that have evolved through other local, state, regional, and national mechanisms such as state and national advisory councils, national conferences of producer and user groups, and federally-funded programs for elements of the general public. All of these ideas would be fed into the system for evaluation by local user institutions and organizations in concert with the local stations.

Although the primary goal is to identify programming priorities of national scope, the system will also bring to the surface priorities best treated on a local or regional level. CPB should consider ways of encouraging regional networks and local groups to develop programming to meet these needs.

RECOMMENDATION #4: That CPB Fund the Planning and Development of Projects Identified by the Programming Priorities System.

Once programming priorities are determined, CPB should make a final selection of a project area and invite proposals from educational institutions and organizations, working through a local station or system-related production agency as defined by the Station Program Cooperative of the Public Broadcasting Service. The role of each agency involved in content considerations is implicit in the planning and utilization system process which follows.

Based upon proposals received, CPB would make a planning and/or pilot program production grant for each project to be undertaken. Planning grants would enable local groups to evolve detailed project plans which might otherwise be beyond their resources to develop. A detailed and well-thought-through plan could obviate the expensive step of pilot production.

Each project should include planning for the following components:

television broadcasts
radio broadcasts
other media, when appropriate
written support materials
a syllabus for incorporating class meetings, workshops, or other line components, when appropriate.

The grant agreement should specify that the producing agency must involve representative user institutions and organizations as well as subject experts in all planning. The grant should also call for formative research and target-audience pre-testing of broadcast and support materials to validate their effectiveness and acceptability. These activities should take into account the rich resources to be found in the diverse cultural elements of American life and the important contributions each of these makes to the unique pluralism of the American experience.

Upon completion of detailed planning and/or production of a pilot, CPB would initiate a sequence of feedback activities for local evaluation and decision-making. Through existing computer links and video and audio interconnections, this feedback can be almost instantaneous. In the case of a pilot program, elements in the sequence should include the following steps:

a. By means of the PBS and NPR interconnection systems, the pilot would be shown to local adult education broadcasting councils. Whenever possible the pilot should be accompanied by a pre-test report. The Councils would feed reactions back to CPB and the producing agency.

b. CPB would then call a meeting of the producing agency, subject experts representing both the producing agency and interested user institutions and organizations, plus field organizers from interested user institutions to discuss content, style of production, acceptability and marketability, specific problems of utilization, etc. Feedback from the council previews would also be considered.

c. CPB would then decide whether to move ahead to full production, modify the project, develop a revised pilot, or drop it altogether. (A revised pilot would go back into the cycle already described.)

d. Once full production were authorized, utilization people as well as subject experts would continue to have significant input.

e. As production progresses, CPB would offer the series to stations, with previews via PBS and NPR for local evaluation in terms of the needs of each individual institution and organization. Local user institutions and organizations would plan their own utilization based upon materials in the project package, plus additional local materials as needed. Costs of support materials (study guides, workbooks, promotional pieces, etc.) would be borne by the local institutions and the local students.

f. CPB would next arrange for distribution of broadcast programs through PBS and NPR and for distribution of support materials, probably through some competent central agency. Materials could be sold to users or reprint rights could be assigned, at the option of the user institution. CPB would plan and implement a national promotional effort in support of the broadcasts and the organized learning opportunities.

g. Local stations would schedule the programs, and council institutions and organizations would enroll students through their normal procedures; and provide organized learning situations as planned. Students would receive certification or other informal "credit" according to the normal procedures of each institution or organization. (The new continuing education unit—CEU—being adopted by many institutions across the country may eventually offer the basis for a more standardized approach on national projects.) Special attention should be given to the community outreach activities associated with multi-level projects.

h. Local user institutions will provide quantitative reports to CPB, along with qualitative judgments on the future value of the project, based on field experience. Although various kinds of research, both before and after projects, are important, the Task Force supports the contention of the Special Consultant Group that the real proof lies in whether adults enroll or otherwise participate and whether they are satisfied with the results. The system report should address itself to the question: should this course be used again both in terms of quality of materials and of obsolescence? CPB should set aside a certain percentage of funds for revision and updating of existing courses.

RECOMMENDATION #5: That CPB Actively Seek Additional Funds for Development of National Adult Education Programming.

Because CPB now has the responsibility for funding developmental projects, it is the logical agency to take the responsibility for leadership in seeking new funds to supplement its own appropriations.

The Task Force believes that the Congress will be receptive to proposals based upon broad-based needs as evidenced in local support through the planning and utilization system. Other governmental agencies would be in a position to aid in funding specific projects, as would various foundations, national corporations, and other groups.

The educational community can be a powerful influence in such matters, especially when bolstered by documentation of nationwide support. CPB is encouraged to use this base to its fullest in pursuing new funding for educational purposes.

CPB may also wish to look into the possibility of putting up matching funds for an instructional Station Program Cooperative through which a smaller number of interested local stations and user institutions across the country could support production of courses important in their areas. The communications structure already described, coupled with the SPC process, could facilitate formation of these informal "consortia."

Assuming future growth in broadcast-based adult education programs, the question of funding will concomitantly increase in importance. The responsibilities of Congress, funding CPB through appropriations; of the local stations enlisting financial assistance in various ways; of user institutions; and of participants must be considered and determined.

RECOMMENDATION #6: That CPB Seek to Ensure That Adult Education Programming Can Be Utilized by Supplemental Distribution Systems.

It became obvious to the Task Force on Adult Education that CPB and the broadcasting media cannot begin to meet the needs for delivering audio and video instructional materials. Many alternative and supplemental distribution systems already exist and many more will be needed. These mechanisms include use of audio and video cassettes, cable television, closed circuit systems, and, ultimately, direct-to-home-or-school satellites.

It is essential that adult education materials produced for use within the broadcast system also be available for use through these supplemental distribution systems. Therefore, CPB must include in its production contract negotiations the goal of acquiring rights which would enable this extended use of the materials. Wherever possible, copyrights and other rights should be "bought out" in perpetuity or for a stated period of time (no less than five years, if possible) so that payment of individual rights fees by each user would not be necessary, at least during the first contract cycle.

Once rights are acquired, various means should then be found to make the materials accessible to as broad a clientele as possible.

Although encouraging this extended use, the Task Force emphasized that primary focus should be on developing national broadcast-supported adult education projects.

Alternative Utilization Systems

RECOMMENDATION #7: That CPB Study, With Appropriate Agencies, Ways in Which Alternate Media Distribution Systems Can Be Utilized or Established For Adult Education Programming Where Broadcast Services are Inadequate to Meet the Needs of Adult Education for Its Many Clientele Groups.

Given the broad spectrum of needs and interests in the field of adult education, ranging from the most advanced postdoctoral training of medical specialists and aerospace physicists to the basic educational needs of functional illiterates, the problem of satisfying those diverse educational needs through a single medium such as public television or radio is of fundamental importance. In view of the limitations on available broadcast time and on flexibility of broadcast scheduling, ways of relating other media to different components of the adult education universe must be determined. Further, appropriate and qualified organizing agencies must be identified, and financing of alternate delivery systems must be developed.

It is self-evident that public radio and television stations cannot carry the whole burden of delivering all of the educational programs necessary to satisfy the needs of all target audiences in adult education, much less the student bodies in the entire field of education. If high-quality broadcast programs can improve the learning effectiveness and/or the cost efficiency of organized learning activities in the United States, then it is evident that some agency or agencies must undertake the development of alternate media utilization systems. Both the Special Consultant Group and the Government Advisory Group called the attention of the Task Force to this need. The availability of an almost bewildering array of technology for this purpose (cable, including interactive cable; audio and video cassettes; random access storage and retrieval; closed circuit, including ITFS; satellites; microwave; computers) cries out for further effort in this area.

This evaluation should leave open the question of whether CPB should expand its own capabilities to cover alternate media systems, or some other agency or agencies should ultimately organize and/or operate the systems.

Conclusion

The Task Force on Adult Education is convinced that an effective partnership can be forged which will make possible a national broadcast adult education program which can have great impact on important segments of the adult population. The priorities must be realistic ones, based upon a national coalescing of local concerns. This report provides the mechanism for bringing these interests together.

Appendix A:

Report of the National Conference on Program Priorities

September 12-13, 1974
The University of Chicago Center for Continuing Education

General The essential task of the conferees was to review adult education needs which could be appropriately met through public broadcasting in concert with educational institutions and to recommend those needs which warranted priority attention. For this purpose, the conferees were divided into five specialized discussion groups, each of which subsequently reported its views in plenary session. (For a description of the five specialized groups, see attachment #1.)

At the outset, Task Force Chairman Robert J. Pitchell established common terms of reference which were intended to guide discussion in the five specialized groups and in the plenary meeting. These included a working definition of adult education (attachment #2), definitions of cultural, educational and instructional programming (attachment #3) and suggested criteria for determining program priorities (attachment #4). Douglas Bodwell, John Price and John Witherspoon of the Corporation for Public Broadcasting provided background information on the operations, plans, goals and interests of the CPB in order to acquaint conferees with the context in which decisions on program priorities will be made. In this regard, Messrs. Price and Pitchell described the key role of the ACNO Task Force on Adult Education and its relationship to CPB and to other ACNO Task Forces.

Reports of Specialized Groups

Adult Basic Education The adult basic education group reported its priorities as:

1. *Consumer Education:* the need to provide adults at the basic educational level with the skills and understanding needed to make sound economic decisions. The format might be a series of situational dramas focusing on life-coping skills in a family, community and occupational setting.
2. *Adult Reading Programs:* the need for modification and adoption of the Sesame Street model to serve adult learners.
3. *Awareness Series:* to focus on ethnic heritages, public institutions, basic job skills, family relationships and matters of general public information.
4. *Training Programs:* to prepare volunteers and paraprofessionals for community service, to train peer group tutors, and to provide professional training to teachers and administrators in adult basic education programs.
5. *Adult Computational Program:* to impart skills such as balancing a checking account, understanding interest payments and charge accounts and an exposure to the metric system.

The Adult Basic Education Group also suggested that CPB, if it is to adopt these priorities, seek to deliver its programs in concert with on-going basic education programs, correctional institutions, business and industry training programs, church and civic groups and community colleges.

Vocational/Technical Education The priorities of the vocational and technical education group were:

1. *Occupational Exploration:* programs which would provide information about entry requirements for various occupations, identify the sources of occupational training, and cite pros-

pects for employment within various occupational clusters.

2. *Occupational Success Skills:* programs which would strengthen human relations skills associated with job success, such as communications and interpersonal relations skills, constructive worker attitudes towards work, as well as programs which would provide quantitative skills (e.g., measurement, applied math and science) important to occupational success.
3. *Upgrading Technological and Managerial Skills:* programs which would assist participants in keeping pace with technological changes and in increasing their skills as supervisors and managers.
4. *Home-Based Gainful Employment:* programs which would provide persons with necessary employment skills for the kinds of gainful employment which can be based in the home, such as child care, home selling and home health care.

Professional Education The priorities of the Professional Education Group were:

1. *Management and Organizational Development:* programs to impart those skills and knowledges common to all professionals which would assist them in becoming more effective as independent professionals as well as organizational leaders. Included under this priority would be such program elements as inter-personal skill development, leadership, decision-making, communications, ethics, institutional change strategies, organizational behavior and social change.
2. *Professional Content Skills:* the need for professionals of every discipline to keep current with new knowledge, research and technology which affect their professions. The Professional Education Group felt that professional development was a life-long responsibility of every professional. Many professions are already recognizing this need, and the availability of public broadcasting for professional continuing education would provide added stimulus toward raising professional competence in key professional fields.

General Public Service Education Recommended priorities in this category of programming include:

1. *Pre-retirement Counseling:* the need to prepare mature people emotionally and economically for retirement. Included in such educational programs would be learnings in retirement planning, preparation for a second career, use of leisure time, and health and nutrition for the aging.
2. *The System and How to Use It:* educational programs which would focus on available community services, community problems and improvement of the quality of life in our society.
3. *Our Interdependent World:* addressed toward providing a greater understanding and appreciation of world affairs and interrelationships in social, economic, political, scientific and cultural terms.
4. *Designs for Living:* programming directed at improving the esthetic aspects of life, through better planned physical structures and more becoming use of terrain.

Social Problem-Solving The Social Problem-Solving Group structured its priorities as follows:

1. *Family Life:* emphasis on child-rearing, family economics, family planning, education of children, housing, and the problems of the one-parent family.
2. *Community Development:* educational programs for persons who serve in positions from which they can improve the

criminal justice system, the social welfare system, race relations, public health, public housing and the public education system.

3. *Survival Skills:* the individual's role in coping with change and the rootlessness of urban life. Such programs would be directed toward enabling the individual to find a more satisfying personal role in his occupation, his social circle, and the broader community.
4. *Problems of the Elderly:* educational programs for the elderly which would assist them in coping with problems of finances, transportation and health, and lead to a fuller enjoyment of life.

Assumptions and Criteria

The general consensus within which each group selected its priorities reflected several basic assumptions about the value and use of educational broadcasting.

It was generally felt that educational broadcasting could be a valuable supplement to many existing programs of adult education, as well as a vehicle to reach new and expanded audiences.

There was general agreement about the feasibility of collaboration between public broadcasting and a large variety of organizations and institutions which sponsor learning. In addition to educational institutions, most frequently cited sources of collaboration were: (1) employers, (2) professional associations, (3) community groups, (4) correctional institutions, (5) various public interest groups, (6) political parties and (7) various governmental agencies having a public education role.

Reflected in discussions was a general feeling that the future for educational broadcasting was bright, in terms of audience receptivity and the prospects for rendering valuable public service. However, concern was expressed throughout that the content and format of educational programming be developed with the advice of persons with the necessary subject matter skills and the requisite understanding of adult learners. In this respect, it was assumed that the CPB media specialists would, in early stages of development, seek the advice and assistance of professionals skilled in subject matter areas and in adult learning.

Each of the five specialized groups cited the criteria under which their priorities were selected and the rationale which justified these selections. The criteria most often used were patterned as follows:

1. *Numbers:* a belief that educational broadcasting, by its nature, was best used in addressing large audiences.
2. *Public Interest:* a general feeling that the eventual impact of educational broadcasting should broadly serve major societal goals, as well as the interests of the target audiences; hence the target audiences should be selected with the public interest in mind.
3. *Appropriate Media Use:* the notion that public broadcasting is a unique and valuable educational resource which should be used in circumstances where its uniqueness and value best serve educational purposes; in other terms, the use of public broadcasting should be centered on the kinds of learning best delivered through this medium.

In reviewing the current thrust of educational programming via public broadcasting, it was generally agreed that major gains were possible through concerted efforts to develop links between CPB and the various sources of adult education offerings. This does not demean the value of educational broadcasts which reach an audience not participating in a structured learning situation. It was agreed that CPB can and does do this well. However, there are other levels of the educational process where public broadcasting can accomplish ends which become possible only when the audience is part of a learning situation in which evaluation and feedback of learning occur. In most cases, this evaluation and feed-back can best come through the involvement and cooperation of a learning source which links the broadcast with the audience in ways most conducive to learning.

Finally, there was a strong belief in the ready willingness of educational institutions and other sponsors of learning to cooperate with CPB in insuring productive use of educational programming. While the process of developing such cooperation will require both time and effort, the benefits possible are exciting new dimensions to adult learning.

Submitted by:

Derek N. Nunney, Adult Basic Education
Shirley Wilson, Vocational/Technical Education
Fred Fisher, Professional Education
Robert Anderson, General Public Service Education
Edward Kieloch, Social Problem-Solving Education
on behalf of all participants.

Appendix B:
Report of Special Consultant Group

Final Report

Special Consultant Group
CPB/ACNO Adult Education Task Force

Background and Rationale

The Special Consultant Group was named in order to provide the CPB/ACNO Task Force on Adult Education with counsel from experts in education and in media on how the two areas can be brought into a working partnership in the field of adult education. Specifically, the Group was asked to develop a model for a "delivery system" or utilization network wherein the Corporation for Public Broadcasting would provide the broadest components while educational institutions and other local user organizations would provide the organized learning situations. (See section on definitions.)

CPB's problem, briefly stated, is to respond to growing demands being placed upon it by various groups to increase its educational service as part of its mandate to serve effectively a national system of local radio and television stations.

In the Adult Education Special Consultant Group, this problem was considered with the knowledge that hundreds of thousands of adults are making sacrifices of time, money, and energy to attend continuing education classes across the country. These strongly motivated people, in the view of the Group, will welcome alternative and additional means for attaining their educational goals, especially if those means can be more convenient, as through broadcast media.

Finding individual programs or series with sufficient appeal to broad sections of this diverse clientele to justify use of a national interconnection system is an overall objective of the Adult Education Task Force. The Special Consultant Group wishes to observe, however, that criteria for selection should take into account those interest groups whose members may be relatively few in a given area but whose total across the country may be significant. One measure of success, then, would be numbers of participants in ratio to the potential audience for each series.

As a means of overcoming possible objections based upon numbers and scope, the Special Consultant Group recommends that whenever possible broadcast components should be applied to multi-level audiences by varying the supporting learning situation. Experience has shown on some recent projects that it is possible to use the same television programs as the basis for credit courses, non-credit informal education, and as an enhanced viewing situation for a general audience.

One example is "The Ascent of Man," which is a general-audience interest series being offered through the Public Broadcasting Service. Across the nation, the general interest programs are being supplemented with study guides and periodic classroom sessions and/or independent study correspondence materials to create a course for college credit. With fewer and less elaborate class meetings and written materials, the programs fit into adult education informal settings. With no class meetings and with only a viewer's guide and perhaps selected readings, the meaning of the programs can be enhanced for a general audience. At the same time, of course, the bulk of the audience can enjoy the programs as originally presented, with no additional effort.

Assumptions and Definitions

The CPB/ACNO Education Study Plan provided some assumptions upon which to base deliberations:

- All planning will relate to organized learning situations created by various types of institutions. These other institutions have primary responsibilities in education; CPB has a support role.
- All planning will deal primarily with public radio and TV, while also suggesting implications of other types of materials, e.g., video and audio cassettes, cable, video discs, print, among others. The primary objective is programming, but consideration must be given to utilization, staff development, etc.
- All planning will have broad application, taking into account different regional, state, and local needs.

These were among assumptions in the original CPB/ACNO Education Study Plan. As will be seen later, the Special Consultant Group has suggested certain modifications in these assumptions, although adhering to their major sense.

Some critical definitions were also provided in the CPB/ACNO Education Study Plan:

Adult Education — non-credit courses. (Credit courses, whether for full-time or part-time students, will be considered by the Task Force on Post-Secondary Education.)

Instructional — involves an intentional feedback mechanism or learning environment plus a relationship with an institution which has specific educational objectives.

Educational — involves institutions which have educational objectives, but is essentially one-way use, with the feedback mechanisms left to chance or to individual follow-up.

Educative — programs of general interest or broad cultural informational values.

(The Task Forces were directed to limit their deliberations to "Instructional" and "Educational" uses.)

Institutions—any organization with educational responsibilities. At one end of the continuum would be colleges and universities which have highly formalized educational missions. At the other end would be voluntary service agencies which carry out educational activities to benefit their employees or member constituencies. Ranging between these would be professional societies, labor unions, government agencies, libraries, churches, community organizations, business/industry training programs, etc.

Organized Learning Situation—The Group defines this as the mechanism by which an added educational dimension is provided to the broadcast programs. This can take the form of written materials such as correspondence courseware, periodic classes or workshops, or combinations of these.

Early in its thinking, the Special Consultant Group identified three independent and essential entities in any delivery system which would result in effective utilization of national projects.

1. the Corporation for Public Broadcasting;
2. the local broadcasting stations;
3. the local user institutions.

Development of a utilization/delivery system centers on defining the optimum relationships among these entities. In general terms, each has the following role:

Corporation for Public Broadcasting—provides a basis for national scope, which allows for a higher level of funding to assure high quality, for economies of network distribution of broadcast materials, and for the advantages of national promotional efforts.

Local stations—provide the primary means of dissemination in each community. Because each is locally licensed, each has a responsibility for ascertaining community needs and selecting programs to meet those needs.

Local user institutions—provide the organized learning situations necessary for full and effective utilization. Each has specialized means for determining local educational needs and for meeting those needs. They can assist the local station in ascertaining these specific community needs and can provide the support mechanisms for meeting them. The institutions have existing methods of enrolling and certifying students, which the other entities lack.

Although accepting the benefits of a national cooperative effort, the Special Consultant Group emphasizes that CPB and the broadcast stations cannot be the total answer for meeting adult education needs. However, because CPB is the one institution with primary concern for building the educational/public broadcasting system, the question becomes: How can CPB best contribute to a large and on-going adult education activity, drawing upon its own unique strengths? It is also not likely that any educational broadcasting activity will be successful without the full support and participation of a significant number of local institutions. Thus it is important to concentrate upon building a real working partnership among the three groups.

The Group recommends that CPB ask and encourage local radio and television stations to take the initiative in forming Adult Education Broadcasting Councils to serve their local communities in developing and implementing the new program. It is expected that these Councils will be extremely diverse in constituency, in structure, and even in size and scope of "local community"—ranging from metropolitan area to county or state or even multi-state region. It would be the station's responsibility to identify and invite the participation of all institutions and organizations having responsibility for any kind of adult education, and to bring together their representatives for planning and establishing the local Council. It may well be, however, that the station will not ultimately house or manage the Council operation, though as the primary element in the delivery system, it will always play a major role. The actual operation of Council activities might be assigned to an educational institution, a community organization, or a coalition of such organizations, or some other participating agency. It is also likely that Council membership will shift from project to project, based upon program focus. It is important, however, that there be a continuing core of cooperating institutions with opportunity for the involvement of all. The Group stresses that the relationship of local educational institutions to the Councils is extremely important, since they have in place the systems for registering students, for distributing support materials, and for feedback and interaction processes.

CPB encouragement of the organization of Adult Education Broadcasting Councils could take a variety of forms. The Group suggests three possible aids:

1. CPB field staff to provide organizational assistance;
2. Informational emphasis upon the usefulness of such Councils in ascertainment of community needs;
3. Possible assistance in funding Council operations, recognizing that the present shortage of funds in the system may preclude this option at this time.

Neither can CPB and the broadcast stations begin to meet the needs for delivering instructional materials. Other distribution mechanisms must be developed—by an entity yet unidentified—to reach the diverse audiences. These mechanisms should include consideration of audio and video cassettes, cable television, closed circuit systems, and, ultimately, direct-to-home satellites.

As a first step toward meeting these needs, the Group recommends that CPB, in negotiating production contracts, include the rights to make broadcast materials also available in these other modes, through whatever distribution mechanisms. It is also recommended that air use of the broadcast material *not* be held up pending development of the extended use system.

The efforts of the Special Consultant Group have been concentrated on defining a workable model to serve national needs. However, it seems obvious that other needs will be found at regional, state, and local levels. The Group feels that a CPB-initiated model such as will be outlined will also be useful in identifying and meeting these other needs. Indeed, it seems likely that the national activity to identify program priorities would result simultaneously in identification of program priorities better suited to treatment as a less-than-national level. The Group suggests that CPB investigate ways of encouraging these regional, state, and local projects.

Recommended National Utilization Delivery System

Out of the above considerations and their own experience, the Special Consultant Group has developed a National Utilization Delivery System for placing CPB-developed broadcast programs in an organized instructional setting which the Group believes offers optimum chances for local support and use.

1. Local Adult Education Broadcasting Councils are organized. They include major institutions with educational responsibilities, as defined earlier in this paper.
2. CPB derives several program priorities through a national mechanism, perhaps similar to the one followed by the Adult Education Task Force, and identifies specific objectives for each.
3. CPB offers this list to the local stations for consideration by the Adult Education Broadcasting Councils, either directly or through regional and/or state agencies where appropriate.
4. Based upon responses, CPB makes final selection, entertains proposals from educational institutions, stations, and system-related production agencies, and makes a pilot production grant for a national project that includes television, radio, written support materials, and a plan for incorporating workshops, etc., where appropriate.
5. The grant should specify that the production agency must involve representative user institutions as well as subject experts in all planning, development, and production work. The grant should also call for formative research and pretesting of materials.
6. Upon completion of the pilot, CPB initiates a sequence of feedback activities for evaluation and decision-making. Through existing computer links, and video and audio interconnections, this feedback can be almost instantaneous. Elements in the sequence should include:
   A. By means of PBS and NPR interconnection systems, the pilot is shown to local Adult Education Broadcasting Councils. Whenever possible, the pilot should be accompanied by a pre-test report. The Councils would feed reactions back to CPB and the production agency.
   B. CPB calls a meeting of the production agency, subject experts representing both the production agency and interested user institutions, and field organizers from interested user institutions, to discuss content, style of production, acceptability and marketability, specific problems of utilization, etc. Feedback from the Council previews would also be considered.

   C. CPB decides whether to move ahead to full production, modify the project, develop a new pilot, or drop it altogether. (A new pilot would go back into the cycle already described.)
   D. Once full production is authorized, utilization people as well as subject experts continue to have significant input.
7. In anticipation of completion, the series is offered to stations, with previews on PBS and NPR for local institution evaluation.
8. Local institutions plan their utilization, based upon materials in the project package, plus additional local materials as needed, at local cost. Institutions enroll students through normal procedures. Councils inform CPB of anticipated enrollments to provide a basis for initial printing orders.
9. CPB arranges for distribution of broadcast programs through PBS and NPR, and for distribution of support materials — study guides, workbooks, promotional pieces, etc. Costs of support materials would be borne by local institutions and the local student. Materials can be purchased through a central agency, or CPB could assign reprint rights to local institutions.
10. Local station schedules the programs, and Council institutions enroll students and provide organized learning situations as planned. Students would receive certification or other informal "credit" according to the normal procedures of each participating institution. (The new Continuing Education Unit—CEU—being adopted by many institutions across the country may eventually offer the basis for a more standardized approach on national projects.)
11. CPB arranges for extended use distribution of the video, audio, and written materials. (Special Consultant Group notes that this extended use could become a much larger enterprise than the original distribution through broadcast.)
12. When possible, programs should be developed with multi-level and multi-audience applications, depending upon varied support materials. This will demand close cooperation between adult and higher education elements and general audience programmers.
13. Local user institutions will provide quantitative reports to CPB, along with qualitative judgments on the future value of the project, based on the field experience. Although various kinds of research, before and after projects, is important, the Group feels that in the world of adult education the real proof lies in whether adults enroll and whether they are satisfied with the results. However, CPB should undertake a study of methods for evaluating the quality of programs, using criteria unique to adult education, e.g., the need to appeal to adults in leisure-time settings, the impact of varied adult experience on learning effectiveness of materials, etc.

In completing its work, the Special Consultant Group wishes to thank the Corporation for Public Broadcasting and its Advisory Council of National Organizations for undertaking the important work of identifying educational opportunities.

The Group particularly thanks the Adult Education Task Force for providing its members with the opportunity to make these specialized inputs from the field of continuing and adult education and from the field of broadcasting and media.

It is our belief that a working partnership is not only possible but important to achieve in order to expand opportunities for adult education to all segments of our society.

Special Consultant Group
October 20, 1974

Prepared at the direction
of the Group by:

David L. Phillips
Staff Consultant

Appendix C:

Report of Government Advisory Group

Final Report

Recommendations of the Government Advisory Group November 14, 1974 Washington, D.C.

1. That CPB compile and distribute from available sources a comprehensive report on the trends in adult education as they relate to public broadcasting, and further that CPB continue to monitor available data and disseminate them in future reports.

2. That CPB make available for study detailed information on instructional programs which have successfully combined use of broadcasting with noncredit organized learning activities.

3. That CPB assume a leadership role in financing experimental and demonstration programs to reach adult audiences through public broadcasting.

4. That CPB maintain an "alert system" whereby federal legislation dealing with social improvement (e.g., health, social security, metric education) would be examined (1) to determine implications for adult education which would enable persons to obtain maximum benefit from the services and programs established by the legislation and (2) where indicated, to develop plans for programming, in cooperation with the agencies administering the legislation. (Such a system supported by programming would be replicable or adaptable at other levels of government.)

5. That CPB locate and make available any demographic studies which have been made of public broadcasting's audience and of potential audiences not now being adequately served. If these data have not been collected, such a project should be undertaken as soon as feasible.

6. That CPB collect and make available the methodology of classic examples of formative and evaluative research in public broadcast programming.

7. That further consideration be given to the possibility of establishing a system for determining program priorities relating to clientele-group needs that includes national and local components.

8. That CPB's capabilities be expanded to include alternate media to public broadcasting (such as video cassettes, closed circuit, etc., but not including cable) for presenting its programs to additional clientele groups who would not be covered by the recommended criteria for program priorities in public broadcasting.

9. That CPB request that the Federal Interagency Committee on Education become a continuing governmental advisory body to CPB on programming needs and priorities of the Federal Government.

Appendix D:

Glossary

Adult Basic Education means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing the opportunity for more productive and profitable employment and to making them better able to meet their adult responsibilities.

Vocational Education and **Technical Education** refer to educational programs which make individuals more employable in one group of occupations than another.

While vocational education is limited to no more than two years of post-secondary education and focuses on manual skill training, technical education may include four-year college degree programs preparing students to work in mechanical or scientific fields, but not at professional levels.

Professional education refers to the broad range of professional occupational fields practiced in the United States. It includes not only the obvious categories such as physicians, lawyers, engineers, teachers, accountants, but also all types of managerial, public service and high level technical personnel. Licensed and certified occupational categories such as real estate brokers and life insurance underwriters would also be covered.

General Public Service Education refers to programs which are of value and interest to large segments of the general public without regard to occupational needs. Examples are programs for the public in the arts, humanities, public affairs, driver education, nutrition and health or for special clientele groups such as the blind or aging.

Social Problem-Solving Education is a component of many programs designed by legislatures or public and private agencies to provide remedies for societal ills. In social problem-solving education, major expenditures of funds for the training of special clientele groups or the general public on short-term or part-time bases are but one part of a larger solution involving noneducational programs as well. (See attached table of Federal extension and continuing education programs for examples.)

Definition of Adult Education (for Purposes of the Task Force on Adult Education project)

The task force has adopted the definition used by the National Center for Educational Statistics, USOE for its triennial surveys of adult education in the United States. NCES defines adult education participants as "persons beyond compulsory school age, 17 and over, who are not enrolled full-time in a regular school or college program and are engaged in one or more activities of organized instruction."

Note that this covers participants in programs operated by employer organizations, professional associations, labor unions, proprietary schools, hospitals and social organizations.

It also includes people who are in credit and noncredit programs.

The assignment for the Task Force on Adult Education is to deal with *noncredit* program activities only. This would, however, include nondegree credit activities only. The Task Force on Post-Secondary Education - Formal will be concerned with all degree credit activities for participants of all ages and in types of programs such as external degree programs.

Definitions of Cultural, Educational and Instructional Programming

Education, the acquisition of knowledge and cognitive or affective skills, can take place under an almost unlimited number of formal and informal situations. Three main types are distinguishable:

1. Those experiences which occur in situations which are not organized and carried out primarily for educational purposes, but in which knowledge, cognitive or affective skill may be enhanced. e.g., social gatherings, work experiences. These may be labeled cultural or social.

2. Those educational activities which are intended to be learning experiences and in which learning may or may not occur, e.g., ETV broadcasts, lecture series, newspaper and magazine articles, books. These may be called educational.

3. Those educational activities which are intended to be learning experiences and in which organizer feedback mechanisms are utilized to build on the original inputs and to determine the extent to which learning experiences actually occur in individuals or groups. These feedback mechanisms can be formal and evaluative, e.g., elementary, secondary and college diploma or degree classes, or informal, as in noncredit classes, conferences, workshops and seminars. These are the instructional programs.

In some cases there is overlap. Preschoolers may be exposed to Sesame

Street at home, with no feedback about whether or how effective it has been; the program may also be piped into a preschool class with a teacher and/or parents on site to add new dimensions to the program's original impact and to utilize one or more feedback mechanisms to determine how effective the program is.

All three types exist in the media. Most programs are of the first type. However, educational programs also abound, e.g., French Chef, National Geographic Special. Instructional programs are generally encountered in closed circuit and cable media. Many of the current general broadcast programs are mixed, being used in general broadcast situations without feedback mechanisms and simultaneously with feedback mechanisms from classroom type situations, e.g., Sesame Street, Sunrise Semester.

Criteria for Determination of Priorities

Essentially, conference participants can set priorities in accordance with any criteria they believe applicable to their fields, *provided they articulate what criteria they have used.*

The following are examples of the kinds of criteria that can be used in making determinations:

1. Programs which offer significant opportunities for improvement in quality of instruction and learning effectiveness.

2. Programs which offer significant opportunities for individual clientele groups to be reached who might not otherwise be reached through nonbroadcast techniques. This could apply to people in rural areas or in urban areas where local adult education programs are inadequate, or to busy professional people such as doctors or engineers who frequently cannot spare the time from their occupations to travel to campuses or other learning centers.

3. Programs which substantially enhance the motivations of people to participate in programs which they might not otherwise participate in.

4. Programs which improve cost effectiveness either by making instruction available to current clientele groups at lower cost or to additional persons at no additional cost.

5. Programs which contribute to the public good as well as to the benefit of individual participants.

6. Programs whose subject matter may be especially suitable for presentation through broadcast media.

7. Programs whose urgency may be particularly acute for identifiable clientele groups.

Appendix E

Selected Data, U.S. Office of Education 1969 and 1972 Triennial Surveys of Adult Education in the United States

Table 1

Age of Participants in Noncredit Adult Education in the United States, 1972

	Number	Percent
17-24 years	1,471,000	16.2
25-34	2,943,000	32.4
35-44	2,043,000	22.5
45-54	1,598,000	17.6
55-64	708,000	7.8
65 and over	318,000	3.5

Source: Imogene Okes, **Participation in Adult Education, 1972** (in preparation), U.S. Office of Education, National Center for Educational Statistics.

Table 2

Educational Levels of Adult Noncredit Students and Adult Nonstudents in the United States, 1972

Educational Level	**Percent Adult Noncredit Students**	**Percent Nonstudents**
None-8th	4.4	25.1
9th-11th	8.6	18.3
High School	39.9	37.5
Some College	20.0	10.2
College Graduate	16.4	5.9
College +	10.7	3.0

Source: Okes, 1972.

Table 3

Family Income of Full-time Students, Adult Students and Nonstudents in the United States, 1972

Family Income	**Full-time Students (percent)**	**Adult Students (percent)**	**Nonstudents (percent)**
Under $3,000	6.3	4.5	11.6
$3,000- 3,999	3.4	2.7	6.0
4,000- 4,999	3.8	3.1	5.7
5,000- 5,999	4.7	4.5	6.1
6,000- 7,499	7.0	6.7	8.9
7,500- 9,999	12.1	14.0	14.8
10,000-14,999	26.1	30.5	23.4
15,000-24,999	21.7	23.0	13.4
25,000 and over	9.4	7.4	4.1
NA	5.5	3.6	6.0

Source: Okes, 1972.

Table 4

Occupational Profile of Participants in Adult Education in the United States, 1972

Occupation	**Percent**
Professional/technical	24.4
Farmers, farm managers	1.1
Managers and administrators	8.5
Sales	4.9
Clerical	13.1
Craftsmen	9.1
Operatives	6.2
Service and laborer	9.0
Not in labor force	20.5
NA	3.3

Source: Okes, 1972.

Table 5

Occupational and Professional Training of Adult Students in the United States in 1969 and 1972

Category	1969 Participants	1972 Participants	Percent Change
Vocational/technical	3,946,000	4,836,000	+ 22.6
Managerial	2,150,000	2,791,000	+ 29.8
Professional	1,510,000	1,805,000	+ 19.5
Other Occupations	73,000	189,000	+158.9
Totals	7,217,000	9,016,000	+ 24.9

Columns do not add because of multiple participation.

Source: Imogene E. Okes, **Participation in Adult Education, 1969: Full Report** (in preparation), U.S. Office of Education, National Center for Educational Statistics; Okes, 1972.

Table 6

Participation in Adult Education in the United States by Type of Subject and Type of Instruction, 1972

Type of Subject	Public School	2-year Colleges	4-year Coll./Univ.	Private Voc./Bus.	Employer	Labor/ Prof. Assn.
	(percent)	(percent)	(percent)	(percent)	(percent)	(percent)
General Education	32.7	35.6	47.1	7.7	6.9	6.3
Occupational	32.1	59.3	60.0	78.7	83.2	79.3
Community Issues	3.0	3.6	6.8	2.9	8.2	8.3
Personal/Family Living	22.1	9.2	4.4	8.3	3.5	6.9
Social/Recreational	18.4	9.7	4.4	5.3	1.0	1.1
Miscellaneous	.3	.7	.8	.6	1.4	1.6
Total participants (numbers in thousands)	2,200	2,561	3,367	1,393	2,613	871

Totals add to more than 100 percent because of multiple choices of subject matters.

Source: Okes, 1972.

Table 7

Reasons Given by Participants for Taking Adult Education Courses in the United States, 1972

	Percent
To improve or advance in job	42.7
To get a new job	11.3
General Information	16.0
Community Activity	2.7
Personal/Family	23.5
Social/Recreational	6.5
Other and NA	8.5

Source: Okes, 1972.

Table 8

Institutional Instructional Sources for Adult Education in the United States, 1969 and 1972

Instructional Source	1969	1972	Percent Change
	(thousands)		
Public Grade School or High School	1,970	2,203	+ 11.6
Private Vocational, Trade or Business School*	1,504	1,393	— 7.3
2-year College or Technical Institute*	1,550	2,561	+ 65.2
4-year College or University	2,831	3,367	+ 18.9
Employer	2,274	2,613	+ 14.9
Community Organization	1,554	1,996	+ 28.4
Labor Union, Professional Association, Hospital, Private Tutor	2,552	3,360	+ 31.6
Total Number of Participants	13,041	15,734	

Percentages do not add to 100 because of multiple participation by individuals at different institutions.

Source: Okes, 1969 and 1972.

* *See* **Financing Part-time Students: The New Majority in Postsecondary Education,** *American Council on Education, 1974, pp. 82-83 for detailed explanation of possible adjustments in the number of collegiate and private vocational school participants.*

Table 9

Method of Instruction for Participation in Adult Education in the United States, 1969 and 1972

Method of Instruction	Number of Participants 1969 (thousands)	1972
Classroom Instruction	—	9,108
Lecture Series	9,580*	5,091
Workshop/Discussion	4,367	5,017
Private Instruction	1,719	1,345
Job Training	910	1,141
Correspondence	1,110	1,195
TV or Radio	83	148
Other	490	612
NA	90	135
Totals	13,041	15,734

Source: Okes, 1969 and 1972.

* *Separate data for classroom instruction and lecture series are not available for 1969.*

Table 10

Federally-Funded Categorical Problem-Solving Programs for Adult Students at Colleges and Universities, FY 1972

Program Area	Number of Programs	Adult Education Appropriations (millions)	Adult Education Appropriations (percent)
Aging	1	$ 10.0	1.0
Agriculture	4	160.8	15.7
Business	4	14.3	1.4
Community Development	7	23.0	2.2
Drug Abuse	3	15.2	1.5
Education Professions	45	221.5	21.6
Environment	11	17.7	1.7
Health	33	186.2	18.1
Humanities	4	5.5	0.5
Law Enforcement	9	91.6	8.9
Manpower	5	57.4	5.6
Nuclear Energy	8	0.6	0.1
Science	4	4.0	0.4
Social Welfare	17	171.5	16.7
Miscellaneous	13	47.0	4.6
Totals	168	$1,026.3	100.0

Source: Special Tabulations, National Advisory Council on Extension and Continuing Education, 1973.

Table 11

Areas of Learning Chosen by Would-Be Adult Learners, 1972

Area of Learning	Total Choices Number	Total Choices Percent	First Choice Number*	First Choice Percent
Vocational subjects (excluding agriculture)	62,400,000	78.2	34,300,000	43.0
Hobbies & recreation	50,100,000	62.6	10,700,000	13.4
General education	38,200,000	47.9	10,100,000	12.6
Home & family life	44,700,000	56.0	9,600,000	12.0
Personal development	43,300,000	54.3	5,400,000	6.8
Public affairs	29,000,000	36.3	3,600,000	4.5
Religious studies	12,300,000	15.4	2,400,000	3.0
Agriculture	8,700,000	10.9	2,300,000	2.9

Source: Commission on Non-Traditional Study, **Diversity by Design,** Jossey-Bass, 1973, p. 16.

** Because of rounding, choice of a topic other than the forty-eight listed, and no response, the figures reporting first choice do not total 79.8 million.*

Member Organizations and Delegates

Advisory Council of National Organizations to the Corporation for Public Broadcasting

AFL-CIO
Al Zack

American Association of School Administrators
Martha Gable

American Association of University Women
Linda Hartsock

American Bar Association
Donald K. Duvall

American Council for Better Broadcasts
Nancy McMahon

American Council on Education
Franklin Bouwsma

American Jewish Committee
Morton Yarmon

American Library Association
Eileen D. Cooke

Associated Councils of the Arts
Michael Newton

Association of Junior Leagues
Mariquita Mullan

Consumer Federation of America
Shelby Southard

Council of AFL-CIO Unions for Professional Employees
Jay Turner

Council of State Governments
Carol Steinbach

League of United Latin American Citizens
Juan L. Villarreal

League of Women Voters
Peggy Lampl

National Association for the Advancement of Colored People
Yvonne Price

National Association of Counties
Dorothy Sorter-Stimpson

National Catholic Education Association
Rev. Charles C. Fiore, OP

National Center for Urban Ethnic Affairs
Father Paul Asciolla

National Center for Voluntary Action
Eugene Goldman

National Congress of Parents and Teachers
Pearl Price

National Council of the Churches of Christ
Rev. William F. Fore

National Council of Homemaker Home Health Aide Services, Inc.
Ellen Winston

National Council of La Raza
Raul Yzaguirre

National Council of Negro Women
Mrs. Dorothy Dow

National Council of Senior Citizens
Steve Radabaugh

National Council of Women
Frances (Peggy) McClintock

National Education Association
John Sullivan

National 4-H Foundation
Margo Tyler

National Latino Media Coalition
Julio Rodriguez

National League of Cities/ U.S. Conference of Mayors
Don Slater

National Legal Aid and Defender Association
James Flug

National Organization for Women
Cathy Irwin

National University Extension Association
Robert J. Pitchell

National Urban League
James D. Williams

National Wildlife Federation
Charles Roberts

Public Affairs Council
John Holcomb

Southern Baptist Convention
Charles Roden

United Nations Association of the U.S.A.
Peggy Sanford Carlin

U.S. Catholic Conference
Rev. Patrick J. Sullivan

U.S. Jaycees
Gary Hill

U.S. National Student Association
Tim Higgins

United Auto Workers International Union
Mildred J. Jeffrey

Veterans of Foreign Wars of the U.S.A.
Col. T. H. Marlow

Mr. Macdonald. Thank you very much, Mr. Fore.

As you indicated, because you were here when our discussion with the radio people occurred today, I was struck by the number of things that you raised today that the subcommittee and myself raised with both PBS and CPB yesterday, so we are all looking, and they seem to agree.

Mr. Fore. Good.

Mr. Macdonald. So, therefore, we can all, I think, I hope, join together and see to it that this does not get cut back or lost in a sense of false economy. When you think of how much we spend on things that are just total waste, I don't agree more with you that this is a modest request. And it has the look of a thing that maybe could be cut out, you know, in these days of screeching about taxes. But I think, in the long run, it would be just as harmful as you think it would be, and we are going to do everything we can to try to see to it it does not happen, provided that many of the things that you bring out are assured to the Congress and to the people of the country, and they will be attempted to be done by the leadership of PBS and CPB.

I, for one, personally believe what they say, but we have 435 out there, and you never know exactly how things are going to be received.

Mr. Frey was playing "Jimmy the Greek" yesterday and was a little more pessimistic about its passage. But I am confident that the stations that are in existence and that hope to be, both radio and TV, in the public broadcasting field, together with the impressive list of membership of your advisory council can help by getting a hold or letting their views be known to the people that you leaders of these groups represent. And let your Congressmen know how a large segment of their community feels about this.

Congress is a very busy place, so, unless you happen to be exposed to a subject matter such as this, many people who are not terribly well-informed about the problems say, "Who needs this when the employment rate is up" and so forth and so forth.

So, what I am really saying, in a roundabout way, which I don't mean to do, is that, if you can get an active campaign going at the time when and if—and I think it is when—this bill clears the subcommittee and then the full committee and gets scheduled on the floor, the staff and myself, or Mr. Frey's staff, or himself, will be in touch to let you know for, you know, "The signal is on to get the people to contact their local Representatives, because, obviously, you are average citizens but you form a voting bloc, within each constituency.

I believe, if you actually do, and I think you do represent these people, you are not just a letterhead organization, but are a real organization. And your interest in being here today indicates you are not just a letterhead organization.

Mr. Fore. We are not just a letterhead organization; yes, sir, and, as I indicated, in addition to the advisory council work, 25 of these organizations being on record themselves means that they can go to work with their local constituents.

Mr. Macdonald. Right. My only point—and I am not quarreling at all, or trying to quarrel—but my only point is, I didn't know about it. And therefore, I assume that the other 434 Members didn't know about it either.

Mr. Fore. Well, you encouraged me to get to work.

Mr. Macdonald. The only way to let them know is let them know.

Mr. Fore. I appreciate the encouragement. We are a two-way organization. We give advice to the corporation, but also are committed to the support and strengthening of public broadcasting. And I can assure you, as individual organizations, we will do everything we can to alert our people to this. I appreciate the gentle prodding you gave us on this.

Mr. Macdonald. You don't have to be all that gentle. Just show you are very interested and you are going to watch with care how your Representatives feel, and you hope that he feels the same way you do.

Mr. Fore. Right. We think enough of them to make it very worthwhile.

Mr. Macdonald. I agree.

The bill got a big vote on final passage 2 years ago. But final passage is not always a sign of what actually has happened before, as I am sure you, as a leader of a large organization, know. One crippling amendment lost by only one vote.

Mr. Fore. I am well aware of it. One of my colleagues would like to comment on this, if it is in order.

Mr. Macdonald. Certainly.

STATEMENT OF TIM HIGGINS

Mr. Higgins. I represent the United States National Student Association to the Advisory Council, and I just wanted to get an oar in for a group of people who are very concerned with public broadcasting, but don't often get mentioned because they are not professionals in that area. That is the students who are involved.

About a third of the public television stations and most of the public radio stations are directly involved, are concerned, attached to our university, and they provide opportunities for training and research, opportunities for experimentation in programing, writing, production, of television and radio programs, and related media programs, where these students would not have in any other medium.

The Carnegie Commisison report said that public broadcasting is there to help broadcasting climb the staircase, to improve the quality, in general, and by improving the outlook, by giving young, budding professionals a chance to do this kind of experimentation.

This is really a long-range form, sort of, booking activity, and the advisory council report to the Corporation on Education stresses this in a number of its recommendations, including training and research recommendations. And I just wanted to bring that aspect of the public broadcasting benefit to the public up.

Thank you.

Mr. Macdonald. Thank you.

In your reference to ascertainment, Mr. Fore, do you think the public broadcasting stations should be held to a higher degree of ascertainment than commercial, or the same, or what?

Mr. Fore. I can't speak officially for the advisory council.

Mr. Macdonald. Your own personal view.

Mr. Fore. My own personal view is that the public stations need to achieve an even greater quality of ascertainment than commercial stations. Public stations, I believe, have an even greater responsibility to do this. Now, as to whether the Commission should require this, you know, the same kinds of forms and requirements on public stations, as they do otherwise——

Mr. **Macdonald.** I am not talking about forms.

Mr. **Fore.** Well, without regard to that question, the end result should be that public stations actively seek out and ascertain community needs and interests at least as seriously and in as detailed a way as commercial stations, in my judgment. And many of them do, of course, and have done this for years.

I think some have tended to assume that, and here I am speaking only for myself; that they are kind of established in the public interest anyway and sort of know what the public wants. And a few people sit there and kind of decide what they think the public wants. I think that is unhealthy, and I really believe there must be some way that we can assure that all public stations do as well as many of them do in actively seeking and ascertaining public interest.

Mr. **Macdonald.** I happen to agree with you. I am just curious, does that more or less reflect the opinions of others?

Mr. **Fore.** Mrs. Nancy McMahon is with the Council for Better Broadcasting.

STATEMENT OF MRS. NANCY McMAHON

Mrs. **McMahon.** Mr. Chairman, I live in Madison, Wis., where our local television, educational television station is WHATV, and our station, we feel, does a magnificent job, an exemplary job of ascertainment of the local community, far beyond the bounds of what is required of the commercial stations.

But we are concerned that, in its rulemaking, regarding this matter, the FCC not overburden the public stations' already limited dollars by requiring so many of the legal steps that are required.

Mr. **Macdonald.** Right. Well, as was brought up—I know you were not here, but yesterday it was brought up, that with the additional money that is being sought, some of that money would be used by CPB to do just that and maybe take a little load off the local station. But you say they do a magnificent job in ascertainment. I was wnodering how they do it?

Mrs. **McMahon.** They do it in two ways. They do it by cooperating and, in fact, hosting the ascertainment meetings, or some of the ascertainment meetings of the commercial broadcasters in the area and, also, have an individual effort carried through by their "friends" organization.

Our "friends" group hosts and invites.

Mr. **Macdonald.** When you say "friends," are you talking about Quakers?

Mrs. **McMahon.** I am sorry. In public broadcasting, television and, now, in radio stations, local support groups are formed and also called "friends" of WHA radio, or "friends" of channel 21.

Mr. **Macdonald.** I understand. Excuse me.

Mrs. **McMahon.** Our local "friends" group invites various segments of the community in to chat on a monthly basis with the station management and producing staff to talk about the needs of the community and to lead us to areas that would not necessarily be discovered simply by a reading of the local newspaper, or by listening to current events.

We have had one effort that we are extremely proud of, and I believe it is the only program proposal that was in the current station program cooperative that was a direct result of our ascertainment efforts.

Unfortunately, it was not purchased at this time. But, nevertheless, simply the fact that it did make it through the final rounds to the station program cooperative and it came directly at the request of a rural group that we had invited into the station and asked them what we could do to help their needs and they said, Give us a program that gives us current market information and explains to the consumer the problems of the farmer in filling his basket at the supermarket——

Mr. **Fore.** Mr. Chairman, we were not only in this point talking about local community ascertainment. We were trying to also make the point that there needs to be some balance in ascertaining the total needs of the Nation, which are local and national, that there needs to be a continual reassessment of how national needs, for example, the needs of a nation to know how its government is functioning and what is going on, versus local needs, or the local legislature or the market basket for farmers, and how these things are kept in balance and that balance has to be struck, again, anew, all the time.

We think it is important that the Corporation continually reexamine between the way it forms the balance between local and national, so it does stay in vital balance.

We think that if the Corporation has additional funds, it will be able to have, or should have, more discretion in working on this question of balance.

Mr. **Macdonald.** Yes, sir.

I know exactly what you mean, but don't you think in some ways that that is on a national level, rather, that is not necessarily the function of public broadcasting, that that puts them in direct competition?

I think, you know, commercial TV does a very poor job in very many areas, there is no question about that. And this is not to be considered a defense of commercial network practices in general, but insofar as covering national things of concern, they have the resources.

And a concrete example, last night, CBS had "End of the Road—Vietnam 1974." And I would think, with the present monetary setup, it would be impossible for public broadcasting to do that. They were very evenhanded. They were putting blame, you know, or not putting blame, on both Democratic and Republican administrations.

Fine, I am not sure, in my own mind, that public stations should go into the national aspects as much as they should go into the community served by the public broadcasting. But I am willing to be convinced.

Mr. **Fore.** It is simple. We feel there needs to be both, and the needs have to be kept in balance. The kind of analogy around the table, where each one of us represent a national organization, each one of which has many local chapters or groups or organizations, we serve their needs and try to find out what they are interested in. But they also need us in some national way to provide materials, which can only be done where you have funds to do it and in a quality way. That is true of NEW or National Grange or whatever.

Mr. **Macdonald**. I said this once today, and I don't mean to harp on it. The only other time I mentioned it—it is not a daily thing I talk about—but during the Watergate hearings, public broadcasting, because of its lack of needing to, you know, have commercials and all of the rest, covered at prime time, where people could see, people who couldn't take time away from their jobs, could see what was happening, not just a 5-minute segment from NBC, CBS, or ABC. And I think they did an outstanding job.

Mr. **Fore**. Exactly; it seems to me that is one of the best examples, illustrations of the kind of unique contribution that public broadcasting can make and in a way show the American public in the case what potential there was for mass media they never realized was possible.

They never got that before on commercial broadcasting and, really, never would have, had there not been a public broadcasting setup. They never would have known what was possible, and it took public broadcasting to show the way.

But what we are saying here, there needs to be this reexamination of the decisionmaking process on local and national needs.

Mr. **Macdonald**. Not just to be local, but also to take national items?

Mr. **Fore**. One or the other, they have to be in a mix that is constantly reexamined.

Mr. **Macdonald**. Mr. Frey?

Mr. **Frey**. Thank you very much, Mr. Chairman.

I appreciated and enjoyed your testimony and, certainly, the wide spectrum your organization represents.

Let me ask one question before we get started, because I notice that these 23 organiaztions are on record in support of long-range financing. Do they also have a record of supporting public broadcasting and radio with money?

Mr. **Fore**. Supporting public radio?

Mr. **Frey**. Or public broadcasting with dollars?

Mr. **Fore**. You means as national organizations?

Mr. **Frey**. Yes.

Mr. **Fore**. Yes.

Mr. **Frey**. Could you provide for the record, then, if you have those figures, the part of your organization, just what they have done, because I think it is helpful. When we argue the case on the floor, that is one of the first questions I would ask. I would say, "If these organizations are behind it, put their money where their mouth is."

Mr. **Fore**. Very often what we put up is staff where our mouth is, which is money. I am glad you mentioned that. We never went around to our group. Take the education report. The National Education Association put a staff man—I don't know how long—full time, on it, for months and months. That represents a lot of money, you see.

Mr. **Frey**. Certainly.

Mr. **Fore**. Not to mention the kind of time, because we are on salary from each one of our organizations and don't get paid by the Corporation for Public Broadcasting.

Mr. **Frey**. Maybe it is another source you could hit, like the bar association, of which I am still a member. It does not seem that they doled out a lot of money for it. That is one group, I suggest.

Mr. **Fore**. We will try to do that. It is difficult to get some of the figures. These are voluntary groups, and I appreciate the request.

[The information requested had not been received at the time the hearings were printed.]

Mr. FREY. Not only that but keep in mind that it is great to have their support and we want it in all ways. I hope the chairman's words were very well heeded about the need for support of this bill. I am for it, but I am pessimistic on the long term. I think we have a tough fight and unless we get broad-based support I don't think we will make it. It is nice to have their support but also we have to have people contribute dollars to it.

Let me ask you something else that has bothered me for some time. What is the audience for our public television or public television and radio?

Mr. FORE. I don't think that we can say the audience. That is the trap I think that commercial broadcasting has fallen into. That is why we have so many different people around this table because there is a diversity of audiences.

Mr. FREY. Let me put it this way. The surveys that are put out by the Corporation for Public Broadcasting from their office of research pretty well indicate that the higher the education and the more the income, the more people will be watching educational TV.

There is a breakdown between that level and children, because you get an obvious split between the two. Your group has great diversity but do you know who in the group represents the average guy who is out working for a living and comes home? Where do you get the input from this fellow or women or person or whomever?

Mr. FORE. The AFL-CIO just alphabetically heads our list and also United Auto Workers.

Mr. FREY. I can see your groups and I went over them pretty carefully but as a practical matter when you talk in the executive council and the friends of public broadcasting sit down on this, how do you know what the average guy thinks?

In our area, when we advertise for money we use tennis, we use a sports program to try to raise money for public broadcasting. We didn't use opera or any of that but used a sports program. I assume they used a sports program because they thought more people watched and they could raise more money that way.

How does this apply when we look at raising funds who are we are trying to reach?

Mr. FORE. The advisory council has been very concerned about the statistics you mention which do tend to show that you really have, and this is an unfortunate and overcharacterization, but the kids and the older better educated who are watching, O.K. Now we are dedicated to pushing the Corporation and we have done it many, many times to begin to develop programing for many other kinds of audiences, people in inner cities, minority groups, and we have the Latin Media Coalition in our group, you know, which is, well, that is not an elitist group. Or the National Black Media Coalition which is pushing for programing for a working group.

Mr. FREY. Well, I agree with what you are trying to do and am not questioning it, but I would like some encouragement. Maybe you can tell me how we are breaking through and why the statistics we seem to pile up year after year are not changing and how we are going to change them?

Mr. Fore. I think the danger I see is, if we don't have more funding in the system we will have more of this same problem, because in the station program cooperative it is inevitable that the station's decision-makers are going to buy programs with their very limited funds, they have to buy programs that get the largest audiences and therefore they are not going after these other kinds of audiences.

That is one of the great, I think, benefits of having an increased appropriation, increased funding, which should make that possible. Whether it will be in fact is a question. This is why the advisory council keeps raising that kind of question. We want to see those additional funds reaching additional audiences.

Mr. Frey. I think that is a very good point and I guess that is about the only way we are ever going to get programing to those people. As you said on page 6, it is a high-risk program and there is no question about that.

Of course maybe someday if we ever can get those kinds of programs, we will have to face the problem that may arise if no one is really receptive to them? I guess that is something we will have to come to down the line but it is certainly worth a try.

Mr. Fore. The problem is too often we don't know if anyone is receptive because nobody put money up and increased funds will help the Corporation provide that.

Mr. Frey. One other thing, I was a little surprised that I didn't see anything in here about the possible promotion of various types of programs for people with various learning disabilities.

Mr. Fore. You will have a statement from someone in our group on the education report.

Mr. Frey. You do think this is important, I hope?

Mr. Fore. Yes, very much so. Learning disabilities, the exceptional child, all of that problem is extremely important to us and was covered in great depth I think by the education report.

Mr. Frey. And the senior citizens, the shut-ins, the whole spectrum?

Mr. Fore. Yes; it starts with preschool and goes through adult education all the way through, it is a good point.

Mr. Macdonald. Now I would like to say something, I think that even you have lost sight of, that it does not bother me a bit, I didn't think votewise or otherwise on the floor. Even though Mr. Frey has been through this and knows the problems because as someone who was around when this thing was formed, public broadcasting never went after a mass audience. Maybe to raise money they would do something, and tennis at that time I am sure was sort of considered an elitist sport anyway, because you couldn't yell "get another umpire" or something, you know.

But you are really, to use a really mixed metaphor, you are not, you know, letting loose a shotgun, you have a single-bore pistol, and I don't mean to bore, you know, a boring program, but you are asking a certain segment during a program, and then they may say, "Well, I have seen my program."

Then you go after another segment with a following program, and pretty soon, if you got enough good segments, you hit a fairly broad spectrum. But you are not after a mass audience, really, and I think that got out of hand a little bit, the mass audience part when the children's programing got so successful.

You know, Sesame Street has been run to the ground about how great public broadcasting is because of Sesame Street and Misterogers Neighborhood. Do you people get "ZOOM" in your area?

Mr. FORE. Yes.

Mr. MACDONALD. I happen to think it is just great, yet nobody ever talks about it. It answers all kinds of things, minority kids with so-called majority kids, I guess you call them, and boys and girls, and all of the rest, and their reactions are, you know, superb, and we could all learn a lesson. It is said to be a children's program, but I think the adults could watch it and learn a good deal, frankly.

But I hope we don't get carried away and try to have public broadcasting become a magnet to the multitude because there is no way you can compete. The Federal Government is not going to hold still for what is put on soap operas and the game shows and the sex and violence that make money for the commercial networks, because there is just no way, and it is enough to do what we are modestly doing now without this.

You know, the networks must spend more on 40 pilots that never get seen than the whole production on public broadcasting. You know those are just figures I brought out of the air to illustrate a point. I think it is good you just get a segment, and if you keep getting enough different segments.

Mr. FORE. I have personally been very attracted by the approach that was suggested by Lloyd Marset of the Markle Foundation, if you are familiar, where he said in an analysis about a year ago, that what public broadcasting ought to do is identify relatively small audiences, only relatively, and it could be still a big group, 1 million, or 2, or 3, or 4 million people, and identify them and how you want to relate, and what you want to achieve with them, and then build your program, and then base the results, the evaluation of that program on how many of those people it reaches effectively, and if it does not reach them effectively, get rid of the program; but if it does, that is a good program for that small audience. I think that is a very good model for public broadcasting to follow.

Mr. MACDONALD. Right.

My last point is criticism of your criticism of our broadcasting system in holding up the BBC as a great system. I first saw BBC, and I was, you know, prepared to think, you know, this is a great thing. It is terrible. There is not another word for it. It is just terrible. You know, the programing they put on. The lack of timing. The whole bit. And it is casual enough, and some of the best imports that have been put on are not good products.

Mr. FORE. We only saw the best they turned out. We didn't see the flops.

Mr. MACDONALD. You know, some of them are terrible.

Mr. FORE. But my point is they achieved the best through a long planning process, that is all, and we have to have the same kind of planning.

Mr. MACDONALD. Right. I agree.

Mr. FORE. Mr. Chairman, Dr. Sullivan would like an opportunity to say something from NEA, if you have a few minutes.

Mr. MACDONALD. Right.

STATEMENT OF JOHN SULLIVAN, PH. D.

Mr. SULLIVAN. It is a brief statement, Mr. Chairman.

Mr. MACDONALD. I would be delighted. We have taken a lot of time. I have a number of groups, and if you would not read it.

Mr. SULLIVAN. I will read only one sentence.

The National Education Association, an organization of 1.6 million teachers, 53 States and territorial affiliates, and 9,000 local affiliated associations endorses the Public Broadcasting Financing Act of 1975 now before this committee as H.R. 4563, provided that the ceiling on Federal matching funds specified in the bill are increased to the level supported by the public broadcasting representative.

The NEA basically endorses all of the statements read by Dr. Fore. Particularly we are interested in the advancement of programs for minorities and bilingual education type of programs, and we are also interested in special funding for production centers for programs in those areas where the stations are too small to put on the kind of production that would compete with Sesame Street and Electric Company.

Too often, some of the local education programs are strictly "Dullsville." The reason is, they don't have capacity—some of the smaller stations—to produce programing adequate for the school system. So we would hope that some production centers, especially for smaller areas, could be set up.

In addition, we would hope that some funding could go to larger local stations which would do the same thing.

In general, Mr. Chairman, the NEA, from the very inception of public broadcasting, we have been in support of it, and we will continue to be.

We take your advice very carefully that we go out and work with our constituents to see that the act is passed, and we intend to do so.

Mr. MACDONALD. Thank you, Dr. Sullivan. It was a pretty long opening sentence, but I know what you mean, and it is great. I endorse what you endorse, and I would like to point out to you, you have a built-in lobby already going. They are there. You have a magazine and newsletter and everything else. I hope you give this a prominent plug in what goes to most of your teachers.

Mr. SULLIVAN. I am publisher of the magazine, so I will see that we do do that.

Mr. MACDONALD. That is what you get for having the right kind of witnesses here.

We appreciate any help you can give us, and I know you can give us a lot of help when you have a group which can give this kind of help.

Mr. FORE. Mrs. Yvonne Price would like to make a comment.

STATEMENT OF MRS. YVONNE PRICE

Mrs. PRICE. I am Yvonne Price, representing the NAACP, National Association for the Advancement of Colored People.

We strongly support the long-range financing legislation. However, we feel very strongly that some safeguards must be built in for minorities. We are willing to work with the committee on this.

I also want to introduce for the record a telegram from Dorothy Height, national president of the National Council of Negro Women, who supports this same position, and also want to say that the National Urban League is with us on this.

Mr. MACDONALD. That is great news. Without objection, the telegram will be inserted in the record at this point.

[The telegram referred to follows:]

[Mailgram]

WASHINGTON, D.C., *April 4, 1975.*

Dr. WILLIAM F. FORE,
National Council of Churches of Christ,
New York, N.Y.

The National Council of Negro Women supports the Public Broadcasting Financing Act of 1975 and recommends that the maximum funding ceiling be increased to the level recommended by public broadcasting representatives and the Senate Communications Subcommittee for $88 million in fiscal year 1976 graduating to $160 million in fiscal year 1980 and that safeguards be built into the legislation to assure equitable distribution of funds for minority programming educational programs geared to reach disadvantaged audiences and for increased training of minority personnel in public broadcasting.

DOROTHY I. HEIGHT,
National President, National Council of Negro Women.

Mr. MACDONALD. Now, if you would just pass along the word, you know, one step at a time, because I have been on their backs for so long that although they used to think I was a great friend, now they are having second thoughts, and by "they" I am talking about the heads of PBS and CPB, about the very subject that you have raised, and I am on their backs because I like them, and I want to see them stay in business, and they are going to have to open up and do what you are urging, or they may not be in—well, I won't say they will be liquidated in a literal or figurative sense, but the monetary problems will grow for them from the Congress. So for their own self-interest, they will listen to you, and to groups like you, and incidentally, to me, and also to the other members, such as Mr. Frey.

Mr. FREY. I hope as much as last year.

Mr. MACDONALD. And the rest of the committee, and I think I can say we are with you 100 percent.

Mr. FORE. Thank you.

Mr. MACDONALD. Now we do appreciate your comments, and we do appreciate some reciprocity.

Mr. FORE. Thank you, sir. We are with you.

Mr. MACDONALD. Thank you all.

[Mrs. McClintock's prepared statement follows:]

STATEMENT OF MRS. FRANCES MCCLINTOCK, NATIONAL COUNCIL OF WOMEN, REPRESENTATIVE TO ADVISORY COUNCIL OF NATIONAL ORGANIZATIONS TO THE CORPORATION FOR PUBLIC BROADCASTING

My name is Frances McClintock and I appear on behalf of the National Council of Women of the U.S.A. founded in 1888, a non-profit, non-partisan association of 24 autonomous organizations representing over 23 million women of all races, creeds and national origins, as well as individual members. The Council serves as an information and referral center and a forum for national issues. As a member of the International Council of Women, the National Council of Women of the U.S.A. maintains close contact with Councils in 67 nations.

Support by the National Council of Women for public broadcasting is not new. We studied the Carnegie Commission Report and supported the enactment of the

Public Broadcasting Act of 1967 and since 1969 have been active in the Advisory Council of National Organizations to the Corporation for Public Broadcasting. In 1972 we affirmed our support by going on official record in support of long-range funding for public broadcasting, and I am here to reaffirm this.

The strength of public broadcasting in involvement of the public, not as passive viewers and listeners, but as active participants. The bill before you would help to promote this. In order to realize the full potential of federal funds, every $1 must be matched with $2.50 from the public sector. This is an important incentive and one which would bring even greater involvement of people. Another important aspect of long-range federal funding is the insulation it could provide from "extraneous interference and control." [1]

However, financial involvement is only part of the role to be played by the public. At the national level, the Advisory Council of National Organizations to CPB reflects the multiplicity of concerns from a diverse and broadly-based group of organizations representing millions of people throughout the country. As former Chairperson of the ACNO Membership Committee, and present Chairperson of the ACNO Community Outreach Committee, my efforts have been and will continue to be to achieve the broadest possible representation within ACNO and to encourage the involvement of the local constituents of ACNO with the public broadcasting units in their communities.

It is important that a balance be maintained between local and national decision making, but as more money goes directly to the stations, more decisions are made locally—decisions about programming, which special audiences to serve and when, and in general, how the money will be spent. These decisions must take into account the community the station is serving, and that means letting those in the community participate in the decision-making process. Increasingly, public broadcasting units are seeking greater involvement of the public. At recent meetings of PBS and NPR, how this is being done—reflecting the diversity and disparity of stations—is most encouraging.

Completely unrelated to my position in ACNO, I am personally involved in such an experiment on the local level. I serve as Chairperson of the Board of Trustees of a community station, the Greater Washington Educational Telecommunications Association (GWETA), which administers Channel 26, 90.9 FM and the National Public Affairs Center for Television (NPACT). The Trustees advise the Board of Directors, the legal, corporate body, in matters of community interest as well as elect the GWETA Board of Directors on which I also serve. Established in 1973 to act as a bridge with the community, the Trustees represent the major educational and cultural institutions of Greater Washington plus 15 individuals elected from and by those who are subscription-paying members of WETA. This type of thrust toward opening up the decision-making process to those who have the most concern—the supporters and listeners—is indicative of a developing pattern, and is also illustrative of the personal dedication in time, money and skills of the thousands of lay people and civic groups throughout the country. Public broadcasting must and will continue to seek new ways of involving communities in their activities. However, WETA is a community owned station, unlike many licensed to governmental units. These, too, are attempting with advisory and/or support groups to encourage public involvement.

Frankly, public broadcasting is not one of the simplest things to understand. There is CPB, PBS, NPR, APRS, NPACT, FCC, OTP, and HEW, just to mention a few. Public broadcasting, if it is to be understood, must be explained in terms the lay public can comprehend. This confusion is not only of acronyms, but also of jurisdiction. Again, this is a role for all concerned and one in which ACNO can hopefully be helpful. (For the record, attached is a questionnaire that was tried at an ACNO meeting.) Personally, the televising of the Congressional hearings on public broadcasting last year greatly helped in my understanding.

Just as the individual citizen must know how to effectively and responsibly participate in government for our system of government to succeed, so, too, must people understand their own roles and responsibilities in this unique experiment in public communications.

The "industry" (the euphemism used for public broadcasting) has made real strides in setting up orderly procedures and methods to administer public broadcasting entities, to clarify their territorial imperative and to continue to seek better ways to serve the public. As a representative of the people of the United States, Congress should encourage and endorse the increased support of the public to public broadcasting by passage of this long range funding measure. The time now has come for Congress to act.

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[1] From 1967 Public Broadcasting Act.

The National Council of Women endorses long-range federal funding. With its long history of support for human rights, the Council is, of course, concerned with the role of women and minorities in both programming and employment. We are heartened by the concern of CPB as expressed by the establishment of the Panel on the Essentials of Minority Programming. The Task Force on the Image of Women in Public Broadcasting is another effort we commend, particularly in 1975 which is International Women's Year. We are also encouraged by the new emphasis on public broadcasting and education which has been inspired by the recent ACNO Education Study. Attending public broadcasting meetings as a layperson has reaffirmed my personal commitment to this exciting enterprise. Many people care, more people than ever before are supporting it and getting involved, and many are searching for new ways to get involved. People in the "people's business" can only result in public broadcasting that truly reflects the public interest and support.

NATIONAL COUNCIL OF WOMEN OF THE U.S.A. MEMBER ORGANIZATIONS

Advertising Women of New York.
American Mothers Committee, Inc.
American Woman's Association.
Association of American Foreign Service Women.
Church Women United.
Co-ette Club, Inc.
The Fashion Group, Inc.
Federation of American Women's Clubs Overseas.
Hadassah, Women's Zionist Organization of America.
Indiana State Council of Women, Inc.
International Association of Physical Education and Sports for Girls and Women.
The Links Incorporated.
National Association of Colored Women's Clubs, Inc.
National Association of Negro Business and Professional Women's Clubs, Inc.
National Council of Negro Women, Inc.
National Council of Women of Free Czechoslovakia.
National Woman's Party.
National Women's Christian Temperance Union.
The Philadelphia Federation of Women's Clubs and Allied Organizations.
The Play Schools Association, Inc.
Relief Society of the Church of Jesus Christ of Latter-day Saints.
Ukrainian National Women's League.
Women United for the United Nations.
Young Women of the Church of Jesus Christ of Latter-day Saints.

ACNO Members should have a commonality of knowledge about public broadcasting. Some individuals and organizations will perforce have more, some less. This is an effort to find out how much YOU know or don't know.

What is Public Broadcasting? *True* *False*

1. The Corporation for Public Broadcasting was established by Act of Congress in 1967______ ______ ______
2. Before 1967, there had been no educational, noncommercial broadcasting, radio or TV, in the U.S.______ ______ ______
3. The Corporation for Public Broadcasting is an agency of the federal government ______ ______ ______
4. Other agencies of the federal government are concerned with public broadcasting______ ______ ______
5. Public television is able to reach some 81% of the viewing public ______ ______ ______
6. There are some 2,000 public television stations______ ______ ______
7. Public radio reaches more people than public TV______ ______ ______
8. More public TV stations are on UHF than on VHF______ ______ ______
9. Public broadcasting is paid for by the federal government ______
10. Public broadcasting stations, TV and radio, do not advertise commercial products ______ ______ ______
11. Public broadcasting stations must fulfill FCC requirements for ascertaining community needs______ ______ ______

Who Runs Public Broadcasting?

	True	False
1. The Federal Communication Commission does not license public broadcasting stations	------	------
2. CPB sets the policies for public broadcasting	------	------
3. CPB Board of Directors is appointed by the President of the U.S. confirmed by the Senate	------	------
4. CPB provides funds to local stations	------	------
5. Local stations are all owned by the State governments	------	------
6. CPB provides the money for the interconnection which transmits to local stations	------	------
7. CPB decides which programs will be sent out over the interconnection	------	------
8. CPB appoints Boards of Directors or Trustees of local stations	------	------
9. CPB researches and funds pilots projects	------	------
10. Congress allocates funds for CPB	------	------
11. CPB also receives funds from other sources	------	------
12. CPB sets policies based on study and advice	------	------
13. ACNO (Advisory Council of National Organizations to the Corporation for Public Broadcasting) is composed of over 100 national organizations	------	------
14. Any National Organization may apply for membership in ACNO	------	------
15. The U.S. Congress decides which organizations shall belong to ACNO	------	------
16. Members of ACNO support public broadcasting in local communities	------	------
17. Other groups, such as the National Friends of Public Broadcasting, NAEB (National Association of Educational Broadcasters), APRS (Association of Public Radio Stations) also lend support to public broadcasting at the national, state and local level	------	------
18. Officers of ACNO are chosen by the U.S. President	------	------

How Public Broadcasting Operates?

1. PBS (Public Broadcasting Service) was established by CPB	------	------
2. PBS is responsible for the selection, scheduling promotion and distribution of national programs to public TV stations	------	------
3. PBS represents both the lay boards of local TV stations and the TV station managers	------	------
4. PBS is supported entirely by funds from CPB	------	------
5. The Station Program Cooperative (SPC) allows for selection by local TV stations of those programs they wish to carry	------	------
6. SPC supplies all the programs transmitted by PBS	------	------
7. Local stations raise money to pay for programs from public subscription ,business, foundations, etc	------	------
8. Rockefeller Foundation has given over 200 million dollars to public broadcasting	------	------
9. Each local public broadcasting station has a Board of Directors elected by the people living in the area it serves	------	------
10. NPR (National Public Radio) is administered by PBS	------	------

Mr. MACDONALD. I understand that Mr. Sol Hurwitz, who represents the Committee for Economic Development, would like to submit the statement of Mr. John Burns for the record at this point.

STATEMENT OF SOL HURWITZ, COMMITTEE FOR ECONOMIC DEVELOPMENT

Mr. HURWITZ. Yes, sir.

Mr. MACDONALD. Without objection, it is so ordered. We do appreciate your coming here, and also would you please tell Mr. Burns that we appreciate his point of view, and appreciate your taking the time out from a busy day to be here. Your statement will be placed in the record as though it were read.

Mr. Hurwitz. Yes. Thank you. I would be glad to answer any questions if you have any?

Mr. Macdonald. No, thank you.

[Mr. Burns' prepared statement follows:]

Statement of John L. Burns, on Behalf of the Research and Policy Committee of the Committee for Economic Development

Mr. Chairman, members of the subcommittee. I am pleased to present this testimony on behalf of the Committee for Economic Development on the urgent question of long-range financing for public broadcasting.

CED, as you may know, is primarily a business group. It is an independent, nonpartisan, and nonprofit organization composed of 200 trustees who develop recommendations for business and public policy. Most of these trustees are board chairmen or presidents of major corporations, and they volunteer their time to formulate statements on national policy. For more than thirty years these policy statements have brought fresh insight to the public discussion of a number of significant national problems. The core of the Committee's work is in economic policy, but it has also dealt with a broad spectrum of public policy problems which, in this complex society, deeply affect the environment in which business operates, and deeply affect the quality of life for all of our people. I include such problems as education, the organization and management of government, crime and the administration of justice, the welfare system, and just recently communications policy.

Only last week, the CED Research and Policy Committee issued a statement titled *Broadcasting and Cable Television: Policies for Diversity and Change* since CED speaks officially only through its Research and Policy Committee, my testimony is based on that statement.

This latest CED report covered a wide range of interrelated aspects of broadcast and communications policy. It dealt with commercial broadcasting, public broadcasting, and cable television and their role in an emerging communications of abundance. Many of the issues we examined were issued on which honest men and women could disagree—and they occasionally did. But there was one issue on which there was unanimous support from the outset. And that is that public television and radio can provide this nation with greater quality, greater choice, and greater diversity of programs; yet, public broadcasting is in critical need of reliable long-range funding. Our panel was made up of people from many parts of the country and many sectors of society. They came from business and education, from commercial broadcasting and allied communications, and from the legal world. And, of course, there were some, like Dr. James Killian, who were present at the creation of public broadcasting. I recall Dr. Killian's eloquent plea at a CED meeting more than four years ago, before we had even decided to move forward with the broadcasting project. He said, and these were his words, that "public broadcasting has demonstrated that it can make a contribution to this country that is fundamental and important. And if we don't find a way to perpetuate it and make it strong and make it financially secure, then we are losing a very great resource for this country."

It was our Committee's view that public broadcasting can fulfill its promise of diversity and excellence, but not without continuous long-range funding. Public broadcasting needs freedom to create, freedom to innovate, and freedom to be heard. But these are expensive commodities, and unhappily there has been little recognition of their importance and cost in the authorization of federal funds. In fact, when figures are adjusted for inflation, the average public television station is today worse off financially than before the Public Broadcasting Act was passed in the late 1960's.

Until public broadcasting is freed of its financial constraints, until it is given adequate sustained long-range support, it cannot fulfill its great promise to the people of the country.

Our recommended policy for the long-range funding of public broadcasting is based on several important considerations.

First, federal financing for public broadcasting must be provided in a manner that insulates public broadcasting from political interference. That is one reason why we believe that federal money must be made available in a manner that stimulates support from nonfederal sources. Money therefore must continue to come from other sources: corporations, foundations, universities, and individuals, and from state and local governments. In fact, we firmly believe that the federal government must remain a minority partner in the public broadcasting enterprise.

Second, funding for the long-term is essential. It is essential for insulating the stations from political intrusion and it is essential for accommodating the long lead time required for the planning and production of quality programming. Long-range funding is the only way to give public broadcasting a stable and secure future.

We are aware that a number of proposals have been offered recently to deal with the financing of public broadcasting. Although we endorse the concept of long-range funding contained in these proposals, none of them, in our view, contains funding sufficient to meet the real needs of public broadcasting. We were urged by some to name a figure, to indicate what an adequate amount would be, but we did not want to enter the legislative debate with yet another number.

Our Committee has looked at the proposal of the Office of Telecommunicaitons Policy. It has looked at the Senate Commerce Committee's recommendation. And it spent many hours studying the findings of the Corporation for Public Broadcasting's Task Force on the Long-Range Financing of Public Broadcasting. Our recommendation is that public broadcasting should be funded at a substantially higher level than any of these three proposals have suggested.

The proposal contained in the CED policy statement is that support of public broadcasting from general federal tax revenues should be authorized and appropriated by Congress for a period of no less than five years. The level of federal support for public broadcasting in any fiscal year should match nonfederal support on a one-to-two basis up to an established ceiling based on realistic costs of providing an expanding, quality broadcasting service.

We recommend further that once federal support is appropriated, it should not expire at the end of the fiscal year but should be available until expended, as is current practice. Moreover, we believe that the distribution of funds should be made by the Corporation for Public Broadcasting in consultation with representatives of the public broadcasting stations. We consider it essential that local stations have a voice in deciding the distribution of funds.

Although we have given priority to federal support for programming, the Committee nevertheless recognizes that both public television and public radio are still seriously handicapped by inadequate funding for facilities. We therefore recommend that federal matching grants for broadcasting facilities should be continued at their present levels.

Mr. Chairman, while we believe that federal support for public broadcasting must be sharply increased, we recognize that if federal money is to be provided on a matching basis, all sectors of the public broadcasting system must actively encourage support from businesses, foundations, and individuals. We believe that the corporate community has an especially important role to play as an underwriter of innovative programs, both national and local.

Money was not the only subject of concern to us, important though it is to the future of public broadcasting. The Committee felt strongly that the success of any proposal for increased long-term financing will depend on the establishment by public broadcasting of firm, realistic goals and objectives, and the effective management of its resources. Public television and radio must decide what it is and what it wants to be. It must look to the future and see how it will fit into a new era in which cable television and other technologies could substantially widen program diversity and choice. It must determine how fast it wants to grow and in what direction. In the 1960's, the number of public TV stations increased from a little more than 50 to over 200; the number of employees nearly tripled; operating budgets increased more than five-fold; and broadcast hours sixfold. But will that kind of growth benefit public broadcasting in the late seventies and beyond? It is our view that public broadcasting must anticipate a future abundance of electronic media, and it may therefore have to redirect its growth toward stimulating new sources of programming and new and expanded means of delivering its programs.

Money alone, then, is not enough. The Committee therefore calls on public broadcasting to set goals and objectives, to manage its resources carefully, to evaluate its performance, and to explore ways of adapting to a new environment—one that may no longer be controlled by the scarcity of channels.

Such management-oriented proposals may strike you as inappropriate for public broadcasting stations, which are not businesses in the ordinary sense. Although our trustees are for the most part business executives, they recognized fully that public broadcasting stations are different. They are not guided by the profit motive; they do not compete for markets and audiences the way commercial broadcasting does. Nevertheless they do share many of the same management problems faced by business organizations: problems of analysis, planning, control, and accounting. In the use of limited resources, public broadcasting stations, like other organizations, should be governed by goals, objectives and priorities. I should add that the Committee for Economic Development has not limited such recommendations to broadcasting. In past policy statements, CED has made similar proopsals with respect to other institutions in our society: colleges and universities, health organizations, even government agencies.

Therefore, beyond its proposals on long-range financing, the Committee makes the following recommendations. They deal with management, audiences and performance evaluation, and the place for public broadcasting among the new technologies but they go hand-in-hand with our proposals for long-range funding:

First, we recommend that the Corporation for Public Broadcasting, in collaboration with appropriate business and professional organizations, should provide local television and radio stations with a comprehensive program for improved management, including opportuinties for management training and standardized models of budgeting and accounting procedures, as well as guidelines for their local applications. The implementation of improved management methods should be a major responsibility of local station managers and boards of trustees.

Second, we recommend that management at all levels of the public broadcasting system develop principles and techniques for determining the interests and needs of its audiences, the kinds of programming that will reach those audiences, and the criteria to be used for evaluating a program's success. We urge the Public Broadcasting Service to prepare an annual report indicating the special interests of audiences that might be served by public television, and we recommend that the Corporation for Public Broadcasting establish a performance evaluation system in order to deetrmine how successful programs have been in achieving their stated goals with the audiences they seek to reach.

Finally, to assure a place for public broadcasting among the new technologies, public broadcasters should focus their efforts on programming for a wide variety of purposes: public television stations, commercial stations, cable systems, schools, and individual users. To accomplish this, we urge them to consider expanding their stations into local and regional public telecommunications centers. We also urge public broadcasters to plan now to adapt to other new technologies such as satellites and to offer special services for the deaf and the blind.

In conclusion, Mr. Chairman, we believe that our prescription can help public broadcasting face the future with security and confidence. It can help it to grab hold of an opportunity to provide the nation with a very great service.

That opportunity was brilliantly described in a letter by E. B. White to the Carnegie Commission on Educational Television, and it is published in the famous 1957 report. It says:

"Noncommercial television should address itself to the ideal of excellence, not the idea of acceptability—which is what keeps commercial television from climbing the staircase. I think television should be the visual counterpart of the literary essay, should arouse our dreams, satisfy our hunger for beauty, take us on journeys enable us to participate in events, present great drama and music, explore the sea and the sky and the woods and the hills. It should be our Lyceum, our Chautauqua, our Minsky's and our Camelot. It should restate and clarify the social dilemma and the political pickle. Once in a while it does, and you get a quick glimpse of its potential."

Thank you, Mr. Chairman, for the opportunity to submit these remarks.

Mr. MACDONALD. Our next witnesses will be Kathy Bonk and Cathy Irwin.

Now, can you give us sort of a translation of your fairly lengthy statement?

STATEMENTS OF CATHY IRWIN, NATIONAL VICE PRESIDENT FOR PUBLIC RELATIONS, NATIONAL ORGANIZATION FOR WOMEN, AND KATHY BONK, NATIONAL MEDIA TASK FORCE COORDINATOR, NATIONAL ORGANIZATION FOR WOMEN

Ms. IRWIN. Chairperson Macdonald, I am Cathy Irwin, vice president for public relations, and Kathy Bonk is our national task force coordinator for women in the media.

We would first like to thank you for the opportunity to appear here to talk about the Public Broadcasting Financing Act. As you know, the National Organization for Women (NOW) is a national civil rights organization composed of feminist women and men working to bring women, both minority and nonminority, into full participation in the mainstream of American economic and political life. NOW has approximately 800 chapters in all 50 States.

Our national media task force was established to monitor the FCC and to give technical assistance and advice to chapters across the country which are working diligently to promote the employment and image of women in the broadcast media.

NOW is currently a member of ACNO, the Advisory Council of National Organizations, established by the Corporation for Public Broadcasting. In addition, NOW presented testimony to Senator Pastore last August when similar legislation was before the Senate Communications Subcommittee.

In the declaration of policy promulgated at the time the Corporation for Public Broadcasting was established Congress stated:

> That the expansion and development of noncommercial educational radio and television and diversity of its programing depend upon freedom, imagination, and initiative on both the local and national levels.

Today this committee is considering a long-range funding bill to insure this expansion and development. NOW supports the concept of public broadcasting that is responsive to the needs of the Nation and of diverse communities, and we are in support of this bill.

However, many basic questions remain unanswered. Our organization is particularly concerned with a fair and equal representation of women, both minority and nonminority, in programing and employment throughout public broadcasting. As a member of ACNO, I will be talking about ACNO and CPB's women's task force, and Kathy Bonk will talk about programing and employment.

Mr. MACDONALD. Not to interrupt you but didn't either one or both of you appear here last year at some time?

Ms. BONK. Yes. We testified on the broadcast renewal bill in 1973.

Mr. MACDONALD. Thank you.

Ms. IRWIN. Finally, we will present for your consideration a list of questions and recommendations.

NOW's involvement with public broadcasting began in 1973 when we were appointed to the Advisory Council of National Organizations by the CPB Board. We have been interested in all areas of public broadcasting including such diverse subjects as the nominations to the CPB board, broadcast coverage of Congress, and all-channel radio legislation.

NOW members serve actively on four of ACNO's five committees. In addition, a NOW member is the vice chairperson of the public policy committee.

On the local level, NOW members are aware of the important alternative public broadcasting offers to commercial broadcasting. Frankly, it has been difficult for our local chapters to develop a successful working relationship with individual station managers due to the confusion as to how public broadcasting works and on what levels, and also, in many cases, due to the lack of responsiveness by local managers to seek input from women's organizations.

We have developed an ongoing program of action for our chapters on (1) demystifying public broadcasting; (2) how to gain input into local public station decisions; (3) improving the image of women in programing; and (4) lobbying for the establishment of equal employment practices in the broadcasting industry. Through this program, we hope to create an informal dialog with local station management. We hope that local managers will take as much an effort to educate themselves as to the goals of NOW.

On a national level, we are concerned with the lack of responsibility on the part of CPB in two specific areas: (1) Programing, by not defining women's programing, establishing programing priorities, or reviewing weaknesses in the program cooperative; and (2) employment, by not establishing an effective affirmative action program or reviewing inequities in the present pay scales at the national and local levels of public broadcasting.

DEFINITION OF WOMEN'S PROGRAMING

ACNO's programing committee developed this definition, see attachment 1, which was unanimously accepted by ACNO in May 1974, and was transmitted to the CPB Board with the request that it be:

> **Sent to the CPB Board and management urging them to adopt it as their own. ACNO further recommended that CPB make this definition part of program grant applications and to transmit it to the stations urging them to adopt it themselves.**

The response was to place the definition in the CPB newsletter with no endorsement and, in fact, no comment at all.

STATEMENT OF CONCERN REGARDING THE EMPLOYMENT STATUS OF WOMEN IN PUBLIC BROADCASTING

In November, 1974 this statement which calls in part for "immediate work to eliminate employment discrimination, and the development of sound affirmative action programs," was passed by ACNO and transmitted to the CPB Board. There has been no response from the Board. See appendix 2.

CONCERN ABOUT THE STATUS OF WOMEN'S PROGRAMING IN THE STATION PROGRAM COOPERATIVE

In November 1974 this statement which calls in part for "immediate cerns about the results of the first station program cooperative. ACNO stated that:

Public broadcasting's unique mandate requires that special efforts be made to represent the interests of groups warranting such special attention: minorities, women, youth, the elderly and similar groups too often ignored by commercial broadcasting.

There has been no response from the CPB Board.

CPB BOARD CONSIDERATION OF WOMEN'S PROGRAMING

In March of 1974 ACNO requested that:

The CPB Board schedule meetings of the Board to consider proposals for ways to integrate women into the content and processes of programing, and among such meetings there be a meeting with the ACNO Programing Committee.

There has been no meeting with the Board and there has been no response from the Board.

However, ACNO endorsed long-range financing in March 1975 and I am sure that it won't surprise you to learn that there has been overwhelming response from CPB.

NOW's commitment to public broadcasting is strengthened by the fact that public broadcasting has a responsibility not only to respond to the needs of women, but to seek our advice and involvement. Obviously, this is not working as it should at the national level and we, along with the other 45 national organizations who made these recommendations, feel strongly that these issues do not go unheard.

I would like to talk a little about the women's task force. On October 23, 1974, the CPB board of directors endorsed the establishment of a national task force on women in public broadcasting. CPB appointed members from national public broadcasting organizations and television and radio stations to serve on the task force.

I served on the task force as a representative from ACNO.

Mr. MACDONALD. Could I interrupt for one question, please.

Ms. IRWIN. Yes.

Mr. MACDONALD. You say in November 1974 you passed a resolution. Did you send them a letter or request for a comment or anything?

Ms. IRWIN. Which page?

Mr. MACDONALD. I am on page 5, "concern about the status of women's programing in the station program cooperative." Then you say there has been no response from the board. Did you send them a letter or ask them to comment or anything or just pass a resolution?

Ms. IRWIN. There was not an actual letter asking them to comment on the proposal, but, looking at employment statistics, and what kinds of things that have happened since then, it is obvious what they should respond.

Mr. MACDONALD. I think it would be surprising if you sent something to them for a comment or a letter it is surprising they wouldn't reply.

Ms. IRWIN. This is passed by a resolution by ACNO and is in the minutes which are forwarded to the CPB board.

Mr. MACDONALD. It wouldn't be possible you didn't ever send it to them?

Ms. IRWIN. All of the resolutions from ACNO go to the CPB board.

Mr. MACDONALD. Right. Didn't they comment at all about any of your resolutions?

Ms. IRWIN. No.

Mr. MACDONALD. No response period. OK. Thank you.

Ms. Irwin. Yes.

Mr. Macdonald. I didn't mean to interrupt.

Ms. Irwin. That is all right. I was saying I served on the CPB Women's Task Force as an ACNO representative.

The first meeting was held here in Washington in February. While we are, of course, pleased that CPB has put together this women's task force, we are very concerned about its operation and the implementation of its final recommendations.

First, except for three board members at large, the task force is composed of persons from public broadcasting. Since the task force is concerned with programing and employment in public broadcasting, both television and radio, we feel that its parochial character does not reflect the needs, interests, and concerns of women throughout the United States who are potential audiences for public television and radio and who are prospective employees of the industry.

Moreover, we believe that such narrow composition gives a rubber stamp image to the task force, an image which may be false but which exists nonetheless.

This image was reinforced at the February meeting when an overview of work already completed by the task force was presented as a set of givens, even though the task force was allegedly established to provide direction to CPB.

A year ago, an advisory panel on essentials for effective minority programing submitted its report to the Corporation. The panel was chaired by Dr. Gloria Anderson, the CPB board member and chairperson of the chemistry department of Morrison Brown College, who attended these hearings yesterday.

And I might add that Dr. Anderson, the only woman and the only minority on the CBP board, chairs the women's task force also.

Mr. Frey. May I interrupt a second because there is something that interested me about the board such as who is on it, and the fact that it could be accused of being parochial. What positive suggestions do you have? Do you think there ought to be stations, or how do you think it should be set up?

Ms. Irwin. I am talking right now about the women's task force when I say that I don't think there is a diverse enough group. Are you asking me about this?

Mr. Frey. I am just speaking generally of the overall CPB board you have to deal with.

Ms. Irwin. First of all, I think that in seminars or task forces of this sort, and I think we have seen it before with the corporation, that not just people from public broadcasting or even broadcasting but people from organizations be represented. For example, people from ACNO could be chosen, or citizens from citizens groups that are active in communities should be utilized on all task forces or seminars.

Ms. Bonk. Mr. Frey, are you talking about the Corporation for Public Broadcasting's board of directors?

Mr. Frey. Both.

Ms. Bonk. What the corporation has done has been to set up a women's task force to study women in public broadcasting. One of the members of the board of directors heads the task force, Dr. Anderson, who was here yesterday. She is the only woman and only black presently on the board of directors of the Corporation.

Mr. Frey. I was just asking a general question about what positive recommendations you had; not whether you liked it or not, but what you wanted to see on it.

Mr. Macdonald. I would take it, what she would really like, when you pass a resolution, if you ask it to be sort of an auxiliary part of their organization, that she would pay some attention to the resolution that was passed. That is what you really want.

Ms. Irwin. An example, CPB is holding a seminar on public affairs and ACNO is very concerned and involved. We have a number of programing committees, and I am also on that, on this subject, and I feel frankly that ACNO had to push to have any representation at the seminar. Two people from ACNO will be attending, but that was because ACNO pushed for it. It seems to me that any seminars of this sort, community groups ought to be utilized.

Mr. Macdonald. Please don't take offense, but you know our subject so well you talk a little fast, and I missed the last sentence.

Ms. Irwin. I said that I think in any of the panels or seminars, community groups ought to be utilized. Of course, ACNO is the best example of that.

Mr. Macdonald. And you feel that you are not being utilized?

Ms. Irwin. Yes, that is right.

Mr. Macdonald. Well, I raised the question, and were you here yesterday?

Ms. Irwin. Yes.

Mr. Macdonald. I think you were. I thought I saw you.

Ms. Irwin. Yes.

Mr. Macdonald. I raised a question with Dr. Anderson about these seminars and meetings, and she kept telling, you know, about all of the meetings and stuff, and I tried to pinpoint what had resulted as a result of the meetings, and that was because I had a feeling that nothing much had happened.

Ms. Irwin. I think we have definitely spoken to it later in our testimony when we talk about programing.

Mr. Macdonald. Well, if you don't mind, we are not all that firmly structured, if you can tell me now it will be better than if I read it later. Has any of it been implemented?

Ms. Irwin. For example, as I stated, ACNO has stated that women's programing should be priority.

Mr. Macdonald. Right.

Ms. Irwin. When you asked yesterday about how programing decisions were made Mr. Loomis talked about seminars. To my knowledge there have only been three seminars and there has not been a seminar in women's programing.

Ms. Bonk. There has been little participation by women in the seminars. Let's face it, the whole corporate structure at public broadcasting is basically white males who make decisions. Women are disenfranchised.

Mr. Macdonald. I was told that Dr. Anderson is a very forceful person on the board. Mr. Benjamin said.

Ms. Bonk. But of the 15 board members, she is the only woman, and only minority person. Unfortunately, she has to wear a lot of different hats at different times, and I think she is constantly being utilized, her talents are, but what happens to the other positions on the board?

There are positions vacant, and I believe the President has sent down some recommendations.

Mr. MACDONALD. Thank you.

Ms. IRWIN. I wanted to continue to talk about the minority programing that was the subject of the task force utilized by CPB.

Last October, the CPB Board accepted the minority report. We think some questions should be asked: What are the results, in terms of minority equipment and involvement in public boradcasting? What has CPB done to implement recommendations given to the board a year ago? The problem is when I, as a member of ACNO, look at the minority report which was submitted a year ago and see very little implementation of the recommendations, I have to also be extremely concerned about what kind of implementation of the women's task force will be done.

Moreover, this year a task force on CPB's role in education conducted an extensive study—one which has recently been printed for wide dissemination to broadcasters, educators, and the public. How does the commitment of CPB to this activity compare with that to the women's task force? How much CPB funding was devoted to the education study, as compared with that to the women's task force?

Our concerns about the women's task force are positively directed, because we believe that it can be a strong force for the improvement of programing for an employment of women in public broadcasting. We would like to see a strong commitment from CPB for the success of the task force and action on its part that the task force findings are implemented.

I would like to ask Kathy to talk about programing and employment.

Ms. BONK. In terms of programing, many groups and individuals, including ACNO delegates and Senator Pastore, see appendix 3, have asked the CPB, PBS, and NPR: How are programing decisions made? After 2 years, we are still waiting for the answer.

As you have heard yesterday and today, according to the 1974 CPB Annual Report there are three sources of funding for public television programs: The Station Program Cooperative; piloting and development of new programs by CPB, an underwriting by corporations and foundations.

In 1974, the Public Broadcasting Service established the Station Program Cooperative, SPC. For 1975, $4.5 million from CPB went directly to help fund the SPC. This system of television program selection and financing was designed to enable local public television stations to participate in the funding of programs they wish to broadcast and purchase. The selection process, however, has had the effect of disenfranchising women at the planning and production stages of program proposals. Two important documents support this statement: the SPC catalog II itself which lists all of the program proposals and the results of round three of local programing decisions. A review of the SPC catalog for this year, the SPC catalog No. 2, shows that of 136 program proposals included in the catalog, only 23 have female producers and there were two female directors. I think there is a serious question on how the programs get put into the SPC catalog; women from all over the country have complained to me that they have submitted program proposals which were never included in the catalog to be distributed to the local stations. So once the stations get this stack of program proposals, as you know, they go through various decisionmaking rounds. Well, of the 26 programs that were more than likely to be purchased, only two have female producers, and there are no female directors in that list.

In addition, the original catalog contained 13 programs listed in a subcategory of "women" in the target audience section. Only one program made it through the program cooperate decision.

Mr. MACDONALD. Which program was that?

Ms. BONK. It is entitled "Woman," and it made it through round three.

The deficiencies of the Station Program Cooperative are outlined in ACNO's statement of November 1974:

> In reviewing the results of the first year's operation, however, it, ACNO, feels compelled to express some serious concerns about the results. It calls upon CPB and PBS and the individual stations to carefully review the results of the first SPC and the procedures that yielded such results, towards the end of better reaching the objectives of public broadcasting which ACNO has so strongly and continuously supported.

ACNO has called for a change in formula by which selection decisions are made to insure that local stations undertake affirmative action for better programing. I suggest this committee make sure they get a copy of that catalog and do a careful review of the types of programs that were proposed.

The Corporation talked to you yesterday about piloting and developing new programs. Approximately $6.5 million was allocated to 15 programs for the fiscal year 1975, and again we have submitted to you various appendixes, and one of the appendixes, No. 6, lists those programs. I would appreciate if all of our appendixes could be included.

Mr. MACDONALD. Without objection, it is so ordered.

Ms. BONK. The Corporation will fund these programs for up to 2 years; after which, the SPC becomes the mechanism for bringing local preferences to bear upon the continuance of such programs. Included in these programs is a series entitled "Woman Alive." Because of an inability on the part of CPB to obtain matching funds, to date, only one hour-long pilot has been aired on June 19, 1974—nearly 10 months ago. CPB has not confirmed that this program will be shown next year, and the likelihood of its survival for the 1976 season is very slim.

This basically is one of the few programs for women that was done for the piloting and development program. Although the ultimate decisions on pilot programs are determined by the Board of Directors, we still have some questions: Who makes recommendations to the Board? Does the Corporation openly solicit program proposals? Who reviewed these proposals? When and where does it take place?

Mr. Loomis was asked to explained how decisions were made for program piloting and development. As we stated earlier, this is a question that has been asked for years. We feel it has yet to be adequately answered. Loomis answered that the procedure is as follows:

1. The CPB Board, with consultation from CPB and PBS, sets priorities.

Question: What is the process of the staff recommendations? What is the role of ACNO in setting priority areas? What have they done with ACNO recommendations on program priorities, which include women's programing?

2. Seminars in the priority areas are held.

Question: Who attends the seminars? All public broadcasters? Any community groups? How many seminars have been held? To our knowledge CPB has held only three seminars. How can members of the public—those outside the public broadcasting fraternity—find out about these seminars and have input to them. ACNO has set women's programing as a priority area. Why hasn't CPB held a seminar in this area?

3. Specifications are developed. How?

4. Proposals are received.

Question: Who is notified that proposals are being solicited?

5. Finally, Mr. Loomis said a committee on CPB/PBS consultants choose programs.

Question:

1. Who from CPB and PBS is on this committee?
2. Where do the consultants come from?
3. Is ACNO utilized?
4. Who establishes the criteria for program selection?

These are just a few of the questions that must be answered, and we could go on and on.

The other issue is underwriting. In the past, programs underwritten by corporations and foundations has resulted in such productions as Clarence Darrow; the Life of Leonardo da Vinci, and the Harvard-Yale football game.

Mr. MACDONALD. How come the Harvard-Yale football game?

Ms. BONK. I can submit to you.

Mr. MACDONALD. I didn't hear you.

Ms. BONK. Well, there have been some discussions in the press recently about the percentage of oil companies which have underwritten programs. For example, during the 1974–75 season for public television, four oil companies, Atlantic Richfield Co., Mobil Oil Corp., Exxon Corp., and Gulf Oil Corp., provided $7,568,696 of tax-deductible funds for programs.

Of all the underwritten programs scheduled for viewing during the 1974–75 season—and there are some admirable ones—few have women integrated as moderator, subject matter, or production staff. With a few exceptions, such as "Carmen: The Dream and The Destiny," which might be called a woman's program because it has a heroine, or "Drink, Drank, Drunk," which features Carol Burnett as moderator, there are few, if any, programs which present a positive image of women and give coverage to issues of concern to women.

During PBS's testimony yesterday, Hartford Gunn submitted a "Report on Minority Concerns and Actions—Governing Boards, Employment and Programing." Addendum 7 is a memorandum which was sent to all PBS station managers on March 24, 1975 for the purpose of gathering information on minorities for the report which they presented to you yesterday.

We have not had time to analyze this lengthy report, however, after a preliminary review of the information, we have some serious questions. You will note in this memo that there is only one small question on women with regard to local stations. They don't ask any questions in their memo about women's programing, and the only thing they ask is how many women sit on local governing boards.

OK. A couple of questions we had on the report he submitted yesterday:

1. Was any similar questionnaire sent to local stations requesting information on women's programing? If not, where did the PBS obtain information on women's programing in the above report?

2. How many stations responded to the March 24, 1975, memorandum? Please include a listing of the respondents and their comments.

3. What is the statistical breakdown, by sex and race of each local station board of directors. He sort of gave you generalities about a Midwestern station somewhere that had one minority, one Chicano, and one woman. That could be the same person.

Because the PBS memorandum is not in line with its submissions on women and minorities, this subcommittee should pursue a complete examination of all programing decisions, and the information that was submitted to you yesterday.

Moving on to employment, and this is one of the depressing areas.

During the Senate hearings of August 1974 on long-range funding for Public Broadcasting, NOW presented employment data on public television employees which gave rise to a powerful inference that sex discrimination is pervasive in public broadcasting. We would like to thank you, Mr. Macdonald, for asking some very good questions on the oversight hearings. However, I still think there are many questions that are left unanswered.

Employment information, fiscal year 1973, from the CPB Information Systems Office in 152 television licenses shows that the corporation has been delinquent in encouraging affirmative action programs at the local stations.

Despite the identified need to address the imbalance of the percent of full time female employees, the number of women increased only from 27 percent to 27.9 percent in this period. Of the 1,785 full time female employees, 1,324, or 74 percent earn an average of less than $8,500 per year, 900 of whom earn an average of less than $7,000. In contrast, only 12 percent of the male employees earn less than $8,500, of whom only 251 or 5.4 percent earn less than $7,000. Only 34, or 1.9 percent of the full time female employees earn an average of over $15,000 per year, while 90 percent of those jobs paying over $15,000 per year are held by male employees. This is just a local station, and we will get into the statistics of the corporation a little later.

The total number of general managers increased from 130 to 140; however, the number of female general managers decreased by one—from 5 to 4. In four other important job categories: Business manager, film director, development director, and school services director, the percentage of women has also decreased. The remaining job categories have had an average increase of only 1.5 percent; the largest increase being 5.9 percent in the number of public relations directors.

Congressman Macdonald, the only point I want to make in terms of all of this is that the station percentages are not good at all, the figures of the corporation are even worse, and the figures at national public ratio are terrible. We have supplied to you charts and figures on the amount of money spent at the corporation.

Mr. MACDONALD. I know you have.

I am not blowing smoke, or patting you on the back or on the head by saying this is the most concise statement, and goes to the heart of what I have been after with charts and figures, that I have had.

So, the only thing I didn't like was the Harvard-Yale game. I am kidding.

I don't know if you were here yesterday or not, but I think you were. I know she was. I then told the people from the CPB and PBS that after the committee had heard complaints concerning them, that usually we hear the complaints and then they have been the first witness because they are the most expert in some areas, or the entire picture, and helpful in forming, you know, arguments for the floor.

This time, they were going to be the first and last witnesses, and I can promise you that at the time that they are here as the last witnesses that you can be here and I hope you are, and you will see that I will have absorbed many of the things that I thought were answered, but I guess really they weren't, and I will go into them at great—well, at length.

Ms. BONK. In terms of this legislation, though, I think one key thing has to be either written into the bill or somewhere understood, and that is an affirmative action program. I think we have to look carefully at Revised Order 4 at the OFCC with regard to Government contractors. The corporation has an obligation to adopt a similar plan, for the CPB and the local stations.

Mr. MACDONALD. OK. There are ways we can do that without destroying the whole bill, but you are for the bill?

Ms. BONK. Yes; for the bill, but I think the key problem is in employment.

[The prepared statement, with appendixes, of Ms. Irwin and Ms. Bonk, follows:]

STATEMENT OF CATHY IRWIN, NATIONAL VICE PRESIDENT FOR PUBLIC RELATIONS, AND KATHY BONK, NATIONAL MEDIA TASK FORCE COORDINATOR, NATIONAL ORGANIZATION FOR WOMEN

Chairperson Macdonald, the members of this committee, we would like to thank you for the opportunity to appear before you today concerning H.R. 4563, the Public Broadcasting Financing Act. As you know, the National Organization for Women (NOW) is a national civil rights organization composed of feminist women and men working to bring women, both minority and non-minority, into full participation in the mainstream of American economic and political life. NOW has approximately 800 chapters in all 50 states.

Our National Media Task Force was established to monitor the F.C.C. and to give technical assistance and advice to chapters across the country which are working diligently to promote the employment and image of women in the broadcast media. NOW is currently a member of ACNO, the Advisory Council of National Organizations, established by the Corporation for Public Broadcasting. In addition, NOW presented testimony to Senator Pastore last August when similar legislation was before the Senate Communications Subcommittee.

In the declaration of policy promulgated at the time the Corporation for Public Broadcasting was established Congress stated "that the expansion and development of non-commercial educational radio and television and diversity of its programming depend upon freedom, imagination, and initiative on both the local and national levels." Today this committee is considering a long-range funding bill to insure this expansion and development. NOW supports the concept of public broadcasting that is responsive to the needs of the nation and of diverse communities. However, many basic questions remain unanswered. Our organization is particularly concerned with a fair and equal representation of women, both minority and non-minority, in programming and employment throughout public broadcasting.

Our testimony will cover four areas of concern to public broadcasting on both the national and local levels: The Advisory Council of National Organizations (ACNO); The Women's Task Force (at CPB); programming practices of CPB, PBS, and NPR; and the employment of women and minorities in public broadcasting. Finally, we will present for your consideration a list of questions and recommendations.

NOW's involvement with public broadcasting began in 1973 when we were appointed to the Advisory Council of National Organizations by the CPB Board. We have been interested in all areas of public broadcasting including such diverse subjects as the nominations to the CPB Board, broadcast coverage of Congress, and all-channel radio legislation. NOW members serve actively on four of ACNO's five committees. In addition, a NOW member is the vice-chairperson of the Public Policy Committee.

On the local level, NOW members are aware of the important alternative public broadcasting offers to commercial broadcasting. Frankly, it has been difficult for our local chapters to develop a successful working relationship with individual station managers due to the confusion as to how public broadcasting works and on what levels, and also, in many cases, due to the lack of responsiveness by local managers to seek input from women's organizations. We have developed an on-going program of action for our chapters on 1) demystifying public broadcasting; 2) how to gain input into local public station decisions; 3) improving the image of women in programming; and 4) lobbying for the establishment of equal employment practices in the broadcasting industry. Through this program, we hope to create an informal dialogue with local station management. We hope that local managers will take as much an effort to educate themselves to the goals of NOW.

On a national level, we are concerned with the lack of responsibility on the part of CPB in two specific areas: 1) Programing—by not defining women's programing, establishing programing priorities, or reviewing weaknesses in the Program Cooperative; and 2) Employment—by not establishing an effective Affirmative Action Program or reviewing inequities in the present pay scales at the national and local levels of public broadcasting.

DEFINITION OF WOMEN'S PROGRAMING

ACNO's Programing Committee developed this definition (See Attachment 1), which was unanimously accepted by ACNO in May 1974, and was transmitted to the CPB Board with the request that it be "sent to the CPB Board and management urging them to adopt it as their own. ACNO further recommended that CPB make this definition part of program grant applications and to transmit it to the stations urging them to adopt it themselves." The response was to place the definition in the CPB newsletter—with no endorsement and, in fact, no comment at all.

STATEMENT OF CONCERN REGARDING THE EMPLOYMENT STATUS OF WOMEN IN PUBLIC BROADCASTING

In November 1974 this statement which calls in part, for "immediate work to eliminate employment discrimination, and the development of sound affirmative action programs," was passed by ACNO and transmitted to the CPB Board. There has been no response from the Board. (See Appendix 2)

CONCERN ABOUT THE STATUS OF WOMEN'S PROGRAMING IN THE STATION PROGRAM COOPERATIVE

In November 1974, ACNO passed a resolution regarding its concern about the results of the first Station Program Cooperative. ACNO stated that "public broadcasting's unique mandate requires that special efforts be made to represent the interests of groups warranting such special attention: minorities, women, youth, the elderly and similar groups too often ignored by commercial broadcasting."

There has been no response from the CPB Board.

CPB BOARD CONSIDERATION OF WOMEN'S PROGRAMING

In March of 1974 ACNO requested that "the CPB Board schedule meetings of the board to consider proposals for ways to integrate women into the content and processes of programing, and among such meetings there be a meeting with the ACNO Programing Committee."

There has been no response from the board.

However, ACNO endorsed long-range financing in March 1975 and I am sure that it won't surprise you to learn that there has been overwhelming response from CPB.

NOW's commitment to public broadcasting is strengthened by the fact that public broadcasting has a responsibility not only to respond to the needs of women, but to seek our advice and involvement. Obviously, this is not working as it should at the national level and we, along with the other 45 national organizations who made these recommendations feel strongly that these issues do not go unheard.

On October 23, 1974, the CPB board of directors endorsed the establishment of a National Task Force On Women in Public Broadcasting. CPB appointed members from national public broadcasting organizations and television and radio stations to serve on the task force. The first, and only meeting to date, of the task force was held in February of this year.

While we are, of course, pleased that CPB has put together this women's task force, we are very concerned about its operation and the implementation of its final recommendations.

First, except for three board members at large, the task force is composed of persons from public broadcasting. Since the task force is concerned with programing and employment in public broadcasting—both television and radio—we feel that its parochial character does not reflect the needs, interests, and concerns of women throughout the United States who are potential audiences for public television and radio and who are prospective employees of the industry.

Moreover, we believe that such narrow composition gives a "rubber-stamp" image to the task force—an image which may be false, but which exists nonetheless.

This image was reinforced at the February meeting, when an overview of work already completed by the task force was presented as a set of "givens," even though the task force was allegedly established to provide direction to CPB.

This image was further reinforced during these hearings, when CPB, in a 16-page statement on corporation activities, included nine words (See page 2 of the statement by Board Chairman Robert S. Benjamin) on the women's task force.

And even then, the task force was grouped in a blanket phrase covering panels on minorities and education.

A year ago, an Advisory Panel on Essentials for Effective Minority Programing submitted its report to the Corporation. The panel was chaired by Dr. Gloria Anderson, the CPB board member and Chairperson of the Chemistry Department of Morris Brown College who attended these hearings yesterday. (And, I might add that Dr. Anderson, the only woman and the only minority on the CPB Board, chairs the Women's Task Force.)

Last October, the CPB Board accepted the report. What are the results, in terms of minority employment and involvement in public broadcasting? What has CPB done to implement recommendations given to the board a year ago?

Moreover, this year a task force on CPB's role in education conducted an extensive study—one which has recently been printed for wide dissemination to broadcasters, educators, and the public. How does the commitment of CPB to this activity compare with that to the women's task force? How much CPB funding was devoted to the education study, as compared with that to the women's task force?

Our concerns about the women's task force are positively directed, because we believe that it can be a strong force for the improvement of programming for and employment of women in public broadcasting. We would like to see a strong commitment from CPB for the success of the task force and action on its part that the task force findings are implemented.

Many groups and individuals, including ACNO delegates and Senator Pastore (See Appendix 3) have asked the CPB, PBS, and NPR: How are programming decisions made? After two years, we are still waiting for the answer.

According to the 1974 CPB Annual Report there are three sources of funding for public television programs: The Station Program Cooperative; piloting and development of new programs by CPB, and underwriting by corporations and foundations.

In 1974, the Public Broadcasting Service established the Station Program Cooperative (SPC). For 1975, 4.5 million dollars from CPB went directly to help fund the SPC. This system of television program selection and financing was designed to enable local public television stations to participate in the funding of programs they wish to broadcast and purchase. The selection process, however, has had the effect of disenfranchising women at the planning and production stages of program proposals. Two important documents support this statement: the SPC catalog II and the results of round three of local programming decisions. (See Appendix 4). A review of the SPC catalog II is as follows: of the 136 program proposals included in SPC II, 23 have female producers and two have female directors. Of the 26 programs labeled "probable purchases" in a round three memorandum, only two have female producers and none have female directors. In addition, the original catalog contained 13 programs listed in a subcategory of "Women" in the Target Audience section. Only one program—*Woman*—made into round three.

The deficiencies of the Station Program Cooperative are outlined in ACNO's statement of November 1974: "In reviewing the results of the first year's operation, however, it (ACNO) feels compelled to express some serious concerns about the results. It calls upon CPB and PBS and the individual stations to carefully review the results of the first SPC and the procedures that yielded such results, towards the end of better reaching the objectives of public broadcasting which ACNO has so strongly and continuously supported." ACNO has called for a change in formula by which selection decisions are made to insure that local stations undertake affirmative action efforts to involve their communities in the SPS selection process. (See Appendix 5).

Piloting and development of new programs is a function that CPB itself performs. Approximately $6.5 million was allocated for 15 programs/series FY 1975. (See Appendix 6)

The Corporation will fund these programs for up to two years; after which, the SPC becomes the mechanism for bringing local preferences to bear upon the continuance of such programs. Included in these programs is a series entitled "Woman Alive." Because of an inability on the part of CPB to obtain matching funds, to date, only one hour-long pilot has been aired on June 19, 1974—nearly 10 months ago. CPB has not confirmed that this program will be shown next year, and the likelihood of its survival for the 1976 season is slim. This case in point raises serious problems with the entire process by which CPB pilots and develops new programs. Although the ultimate decisions on pilot programs are determined by the Board of Directors of the corporation, who makes recommendations to the Board? Does the Corporation openly solicit program proposals? Who reviews these proposals? When?

On Tuesday, Mr. Loomis was asked to explain how decisions were made for program piloting and development. As we stated earlier, this is a question that has been asked for years. We feel it has yet to be adequately answered. Loomis answered that the procedure is as follows:

1. The CPB Board, with consultation from CPB and PBS, sets priorities.

Question. What is the process of the staff recommendations? What is the role of ACNO in setting priority areas? What have they done with ACNO recommendations on program priorities, which include women's programming.

2. Seminars in the priority areas are held

Question. Who attends the seminars? All public broadcasters? Any community groups? How many seminars have been held? To our knowledge CPB has held only three seminars. How can members of the public—those outside the public broadcasting fraternity—find out about these seminars and have input to them. ACNO has set women's programming as a priority area. Why hasn't CPB held a seminar in this area?

3. Specifications are developed. How?
4. Proposals are received.

Question. Who is notified that proposals are being solicited?

5. A committee of CPB/PBS consultants choose programs.

Question.

1. Who from CPB and PBS is on this committee?
2. Where do the consultants come from?
3. Is ACNO utilized?
4. Who establishes the criteria for program selection?

These are just a few of the questions that *must* be answered.

In the past, programs underwritten by corporations and foundations has resulted in such productions as *Clarence Darrow, The Life of Leonardo da Vince*, and the Harvard-Yale Football Game.

There has been some discussion in the press about the percentage of oil companies which have underwritten programs. For example, during the 1974-75 season for public television, *four* oil companies (Atlantic Richfield Company, MOBIL Oil Corp., EXXON Corp., and GULF Oil Corp.) provided $7,568,690 of tax-deductible funds for programs. For example, Mobil Oil Corporation supported *The Ascent of Man* ($400,000), *Classic Theatre* ($250,000), *Masterpiece Theatre* ($600,000), *National Town Meeting* ($364,000), and *The Way It Was* ($350,000).

Of all the underwritten programs scheduled for viewing during the 1974–75 season—and there are some admirable ones—few have women integrated as moderator, subject matter, or production staff. With a few exceptions, such as *Carmen: The Dream and the Destiny*, which might be called a "woman's" program because it has a heroine, or *Drink, Drank, Drunk*, which features Carol Burnett as moderator, there are few, if any, programs which present a positive image of women and give coverage to women's activities.

During PBS's testimony, Hartford Gunn submitted a "Report on Minority Concerns and Actions—Governing Boards, Employment and Programming." Addendum 7 is a memorandum which was sent to all PBS station managers on March 24, 1975 for the purpose of gathering information on minorities for the above report. We have not had time to analyze this lengthy report, however, after a preliminary review of the information, we have some serious questions:

1. Was any similar questionnaire sent to local stations requesting information on women's programming? If not, where did the PBS obtain information on women's programming in the above report?
2. How many stations responded to the March 24, 1975 memorandum? Please include a listing of the respondents and their comments.
3. What is the statistical breakdown, by sex and race of each local station board of directors?
4. What criteria was used to determine a "woman's program."

Because the PBS memorandum is not in line with its submissions on women and minorities, this subcommittee should pursue a complete examination of all programming decisions.

During the Senate hearings of August 1974 on long-range funding for Public Broadcasting, NOW presented employment data on public television employees which gave rise to a powerful inference that sex discrimination is pervasive in public broadcasting. Employment information (FY 1973) from the CPB Information Systems Office in 152 television licenses shows that the corporation has been delinquent in encouraging affirmative action programs at the local stations. (Appendix 8)

Despite the identified need to address the imbalance of the percent of fulltime female employees, the number of women increased only from 27% to 27.9% in this period. Of the 1,785 fulltime female employees, 1324 or 74% earn an average of less than $8,500 per year, 900 of whom earn an average of less than $7,000. In contrast, only 12% of the male employees earn less than $8,500, of whom only 251 or 5.4% earn less than $7,000. Only 34 or 1.9% of the fulltime female employees earn an average of over $15,000 per year, while 90% of those jobs paying over $15,000 per year are held by male employees.

The total number of general managers increased from 130 to 140; however, the number of female general managers decreased by one—from 5 to 4. In four other important job categories: business manager, film director, development director and school services director, the percentage of women has also decreased. The remaining job categories have had an average increase of only 1.5%; the largest increase being 5.9% in the number of public relations directors. Again this year, women are excluded from supervisory engineer and chief engineer positions, and are only .5% of the broadcast engineers—an increase of 1 or .1% from 1972.

In 18 of the 23 job classifications, women earn from 1% to 44% less than men.

Employment statistics for women in public radio are as staggering as those for public television. Of the 1,080 fulltime local public radio station employees, only 242 or 23.3% are female, 75% of whom earn an average of less than $7,500 per year. Women comprise 72% of the "non-professional" positions at local stations, and 86.4% of all traffic managers are women—earning approximately $5,876 per year. (Appendix 9)

In 1975, the Corporation will appropriate through its Community Service Grants $25 million to Public Television and $3 million to public radio. We are concerned that under this legislation large amounts of money will be appropriated to individual stations with no evaluation of their employment practices. At a minimum, this legislation should include safeguards to stipulate that eligibility criteria for funding shall include consideration of a station's employment practices. Stations must be required to demonstrate good faith efforts to eliminate the wage gap and the lack of upward job mobility which women currently experience in American public broadcasting.

Employment discrimination at local television and radio stations is merely a reflection of the blatant discrimination against women at the Corporation for Public Broadcasting, the Public Broadcasting Service, and the National Public Radio. We suggest that this committee carefully examine all jobs by grade level in these three public broadcasting structures. A brief analysis of each entity is as follows:

National Public Radio: (Addendum 10) The top 18 positions (Grade Level I to III) at NPR are held by males. Every "Director" and decision-making role in public radio has been filled basically by white males. Of the 21 clerical positions at CPB, 16 are held by women and three are held by minority males.

Public Broadcasting Service: We have been unable to obtain information on PBS employment practices. NOW requests that pertinent employment figures be released as soon as possible for public inspection.

The Corporation for Public Broadcasting: (Appendix 11) The CPB has no women or minority males serving as officers to the Corporation. Of the 18 Director positions, 17 are held by males, 15 of whom are white. It is important to note that since January 1974 the CPB has created four Director positions and has hired an Executive Vice President and Director of Volunteer Activities—all of which were filled by males.

The above employment figures for CPB and NPR presented to this committee clearly establish severe employment inequities in public broadcasting. It is NOW's opinion that many of the problems previously addressed in this testimony—integration of women into existing programs, coverage of issues pertinent to women, and implementation of ACNO's recommendations that impact on women—will be resolved when women are fairly represented in public broadcasting.

In summary, we support the concept of long range funding for public broadcasting, but if public broadcasting is going to meet its mandate to "be responsive to the interests of people both in particular localities and throughout the United States, and which will constitute an expression of diversity and excellence," it must be responsive to women and minorities. To date this has not been true.

Implementation of this means a serious look at the allocation of money spent for national programs and projects in comparison to the funds going directly to stations. There must be a proper balance.

NOW RECOMMENDATIONS

We suggest the following recommendations:

1. Open CPB Board Meetings.
2. CPB responsiveness to ACNO recommendations.
3. Development of mission and goals by CPB.
4. Re-Examination of CPB–PBS partnership agreement.
5. That CPB provide step-by-step analysis of the program decision-making process.
6. That this Committee urge the FCC to adopt strong station ascertainment guidelines. (refer to your letter to Wiley)
7. That PBS provide a comprehensive analysis of SPC I and SPC II in regard to women's programs.
8. That in the annual oversight hearings, employment data on a national and local level continue to be reviewed, analyzed and made available to the public.
9. That CPB adopt OFCC Revised Order 4 as a model affirmative action plan with projected date for release, implementation and review of compliance. That CPB immediately take steps to insure that local stations will adopt a similar affirmative action plan with dates for release, implementation and compliance rivew.
10. That all management level vacancies at CPB, PBS, APRS, NPR be filled by women until they meet work force parity; that processes for executive talent search be made public.

APPENDIX LIST

Appendix 1—Definition of Women's Programming.
Appendix 2—ACNO Statement on the Status of Women.
Appendix 3—1973 Senate Hearings on Public Broadcasting.

Appendix 4—Programming Cooperative-Round Three Memo.
Appendix 5—ACNO Sttement on Station Program Cooperative.
Appendix 6—CPB Programming FY 1975.
Appendix 7—3-24-75 Memo to PBS Stations from Hartford Gunn.
Appendix 8—Public Television Employment Information FY 1973.
Appendix 9—Public Radio Employment Information FY 1973.
Appendix 10—National Public Radio Employment Data.
Appendix 11—Corporation for Public Broadcasting Employment Data.

APPENDIX 1

DEFINITION OF WOMEN'S PROGRAMMING

PREFACE

A basic and fundamental ill in this society is prejudice against all women. While radio and television are not responsible for this prejudice, it is the broadcasting media which has been a major influence in perpetuating it. The broadcasting media is one of the most important forces of socialization today. The portrayal of women through the media has dynamic impact in determining attitudes toward women.

Many surveys have been conducted on how the image of women is projected by the broadcast media. It has been established that broadcast programming gives an unfair and distorted view of women and women's role in society.

There is little difference between the presentation of women in public and commercial broadcasting. For example, during the much touted series, "Civilisation," Sir Kenneth Clark did not mention—with one exception—a woman artist, poet, political leader or social leader. The exception was Elizabeth I, and Sir Kenneth gave credit for the accomplishments of her reign to her male advisor, an attribution which is actually unsupportable by historical fact. This, of course, is one person's interpretation of history. In the Fall of 1973, PBS offered a series called, "The Men Who Made The Movies," totally disregarding the significant contributions made by women in the movie industry, both as actresses, writers, editors and directors. However, we do recognize that public broadcasting has endeavored to include women in some of its programming such as the "Woman" series, the "Woman Alive" program, and the presence, of course, of women reporters and co-host of NPR's "All Things Considered." We commend public broadcasting for these efforts and hope that they will continue.

According to Congressional mandate, the Corporation for Public Broadcasting has the responsibility to "encourage non-commercial radio and television broadcast programming which will be responsive to the interest of people both in particular localities and throughout the United States, and which will constitute an expression of diversity and excellence." This mandate covers *all* of the American public which includes 51% women. The emerging and changing role of women in our society is a reality yet to be fully recognized by public broadcasting.

DEFINING THE CONCERNS

Proper and adequate representation of women covers three distinct but complementary areas: 1) an honest and overall *image* of women in all programming; 2) integration of women into all areas of the broadcast media; and 3) thorough coverage of issues pertinent to women.

OVERALL IMAGE OF WOMEN IN PROGRAMMING

In developing programming, criteria must be established and adhered to that will ensure a more positive image of women. This includes portraying women as independent, responsible, and capable of playing diverse roles in our society. All programming—public affairs, children's, cultural—must include these concepts by integrating positive images of women into its content—including existing and future programs. For example, while "Book Beat" is designed to feature outstanding authors, out of *54* programs broadcast from May 7, 1973 to May 13, 1974, *6* of the authors were women and *48* of the authors were men.

INTEGRATION OF WOMEN

On and off-air access to all levels of programming is essential to the concept of equality. This means that women must have the opportunity to participate as producers, directors, camera workers, writers, as well as being on-air. In addition, sensitivity and deep understanding of the woman's perspective must be kept in mind in all decisions leading to the development of programming, for it is crucial that those involved in the decision making processes be aware of the needs of women to respond to them appropriately.

COVERAGE OF ISSUES

Because part of the Media's role is to develop an informed society it is imperative that public affairs programming cover issues that are of increasing concern to women, but also of importance to all Americans. There are many issues that are inadequately covered or not covered at all because of imposed limitations of time and perspective. For example, among others, are coverage of new developments in child care, health, sex discrimination and employment, and the status of women within and treatment by the judicial system, and the contributions of women political candidates. Each one of these areas has ramifications that should be explored. Because omitting major problems and issues that affect one segment of society damages the whole society, the coverage of issues such as these must become an integral part of public affairs programming.

CONCLUSIONS

Women's programming is that which presents a positive and diverse image of women, involves women at all levels of the program decision making process, integrates them into all areas of broadcast media, and gives emphasis to the particular experiences and issues that are of special significance to women but important to all Americans.

APPENDIX 2

ACNO STATEMENT ON STATUS OF WOMEN

"Women's programming is that which presents a positive and diverse image of women, involves women at all levels of the program decision-making process, integrates them into all areas of the broadcast media, and gives emphasis to the particular experiences and issues that are of special significance to women but important to all Americans." (Definition of Women's Programming, ACNO.) Women are not involved at all levels of programming decision-making nor are they integrated into all areas of the public broadcast media. In fact, women are denied fair and equal employment opportunities in public broadcasting. Of the 4,481 full-time public television employees, only 1,661 or 27% are female. There are 130 public television general managers, of whom 5 or 3.8% are women. The average salary for these 5 women is $3,500 less than the average salary of men performing the same job. Of the 63 station managers, only 1 or 1.6% is a woman, and she earns nearly $4.500 less than the average salary for men in the same job. Similarly, there are only 9 female program managers, accounting for 7.4% of the total; 3 female production managers, accounting for 2.7% of the total; and 67 female producer-directors, or 12.4% of all persons in that job. Women are totally excluded from the supervisor engineer and chief engineer positions, and are only 0.4% of the broadcast engineers. Women comprise only 4.6% of all film directors and 8.9% of film editors.

In contrast, of the 1,651 female employees, 920, or 55.4%, are secretaries or clerical workers earnings on the average of $6,234 per year. Only 2.2% of the males are employed in this job category; in the same job, however, men earn on the average $7,072. The remaining women not in clerical positions hold jobs such as traffic manager, earning approximately $6,335; production crew member, earning $8,426; and business manager, earning on the average half of the salary of their male counterparts.

ACNO has advised CPB on program priorities for experimental-pilot programs that will be funded by CPB. One of the 5 priority areas is:

"Development of women's programming which includes implementation of the ACNO definition of women's programming.

The definition of women's programming clearly speaks to the importance of integrating women into all areas of broadcasting.

Immediate work to eliminate employment discrimination in public television must be done. A positive step will be in developing sound affirmative action programs and in the demonstration of good faith efforts to eliminate the wage gap and the lack of upward job mobility which women currently experience in American public broadcasting.

The Corporation for Public Broadcasting has apparently recognized the void that now exists in regard to the status of women in public broadcasting and is forming a Task Force on the Image of Women in Public Broadcasting.

We recognize this is a positive effort and one which has implications for the entire public broadcasting industry. (Passed unanimously.)

APPENDIX 3

Senator PASTORE. All right. Let's assume that I'm interested in putting on a program on public broadcasting. Now, what do I do?

Mr. CURTIS. That is what I cannot answer you.

Senator PASTORE. Does Mr. Loomis know?

Mr. CURTIS. No. I don't think he knows yet. Because this is what we're trying to establish, so that you will know what PBS does, what CPB does, what other people do.

Look, John Macy said this thing was chaos, and I said, well, I don't think it's that bad, but it's sure difficult to understand. I have had people come to me, how do we get a program on. And I said, I'm trying to find out.

Senator PASTORE. Shouldn't we resolve that immediately?

Mr. CURTIS. That is what we are doing.

Senator PASTORE. How long have you been working at it? I'm not being critical. I'm curious now.

Mr. CURTIS. Good, I am too. I have been working at it since I have been on the Board, and each time it's one frustration after another. All I can say is that we are almost together. We have a meeting in April, and I think that the last hangup regarding scheduling, will be resolved.

Senator PASTORE. Well, it was my understanding that NPACT was created for the purpose of receiving the money for production. And on public affairs programs. And that's where the Vanocur business and everything else came into the picture.

Mr. CURTIS. Yes, that's right, apparently, but how this was set up, is another question.

Senator PASTORE. How would you do it now?

Mr. CURTIS. Senator, let's take a specific. We are being broadcast right now.

Senator PASTORE. Yes.

Mr. CURTIS. And I don't know how that decision was made other than the fact that I found out an appeal had been made that the local stations be asked whether they want to see this particular hearing. Was this customary to broadcast a Senate hearing? If it had been, fine, but apparently it wasn't.

Senator PASTORE. Now, Tom, you know why they are here.

Mr. CURTIS. Yes, but who made the decision, Senator? How was this decision made under our present decisionmaking system? Was it one where the local stations were involved? Or was it a decision made in Washington? I think it was a decision made here. I'm hoping that we will have for you, within a few weeks, the kind of system that you will feel is one that will involve everyone.

But above all, I do insist that whatever the new system is, it be open to the public so that people will know how to do business with public broadcasting.

Senator BAKER. Just a minute. I think that's an admirable ambition, but I hope you aren't telling me, Mr. Chairman, that you're going to run the network by some sort of Gallup poll.

Mr. CURTIS. I hope not, either.

Senator BAKER. Now, are you prepared to tell me that this board has and will maintain the authority and the responsibility for deciding how the interconnect is utilized and deciding, in the final analysis, how the Federal funds are spent?

Mr. CURTIS. Let me illustrate with Black Journal again, and I hope this is what we do. You must keep in mind we're not specialists. I think we ought to have a board of consultants on black programing, drama, public affairs, et cetera, somewhere in this decisionmaking system so that we will have this kind if input.

Our responsibility is for a system that will work. We aren't actually involved in this kind of decisionmaking. Our job is to be sure that it works. That best expresses, at least what I think, our function is.

Senator BAKER. Are you telling me that you are delegating to a nongovernmental agency the authority to make decisions on the spending of Federal funds for which you have responsibility?

Mr. CURTIS. No, sir. Could I illustrate? In St. Louis, for 3 years now, every year, they have an open house where their constituency, the PTA's, the black groups, the old groups, come in, criticize the programing that has gone on the year before, and recommend new programing. This session goes on all day, and this kind of collecting the judgment of the community, to me, is very effective. It is an integral part of their decisionmaking system.

Senator BAKER. Let me just say I don't want to be misunderstood in this respect. I want to make it clear for this record that I favor the involvement of diverse groups and I favor the involvement of the trustees of local stations and the directors, as well as management.

I favor a maximum opportunity for maximum diversity. I favor you setting up whatever machinery you can to sense out how this programing design should be made. But I do not favor your delegating to someone else the authority that the statute mandates on you to decide how these funds are going to be spent and how the interconnect is going to be operated.

Mr. CURTIS. The ultimate decision will come to us in this way.

Senator PASTORE. Matter of fact, when Mr. Whitehead made his speech he suggested, and if I am wrong on this he will correct me when he comes here, I think he suggested that all he wanted the Corporation to be was a broker. I mean, that you would funnel out the money to the local stations period, and you would have nothing to do with production.

I think that is what he said. I think he said that.

Mr. CURTIS. We couldn't fulfill our function like that.

Senator PASTORE. I am just making a rejoinder. I don't disagree with Mr. Baker entirely. But I am afraid we are a little confused here as to what the jurisdiction is of the Corporation, just what you do with the money.

Now, you said that if you got the $55 million you would see to it that they would get $19 million. Now, that is without strings, isn't it?

Mr. CURTIS. Yes.

Senator PASTORE. They could do with that whatever they want. So once you give it to them under the formula, you can't follow that money?

Mr. CURTIS. Exactly. That is the point. We are responsible for having done that.

Senator PASTORE. You are responsible for the formula; that is about all.

Mr. CURTIS. That is what I am saying. We are responsible for a decisionmaking system. If one doesn't work, we are responsible for putting another in that we think might work. And I think this is being responsible. That is my answer.

Senator PASTORE. Well, I think the Corporation should have some control. I quite agree with that.

Senator BAKER. All you have to do to put my mind at rest is to say one thing, and that is that you recognize and you understand your statutory responsibility as the agency for the handling of Federal funds, and that you are going to do that to the best of your ability.

Mr. CURTIS. The buck stops here. You are darn right it does. And we will not avoid it.

Senator PASTORE. You told me you haven't resolved how a program gets on. Now, "Sesame Street," thank God, is back on. So is "Mr. Rogers' Neighborhood," and so is "The Advocates." How did that come about?

Mr. CURTIS. Through whatever decisionmaking process we have had.

Senator PASTORE. Goodness gracious, you did it. Tell us how you did it.

Mr. CURTIS. I am telling you. We followed the recommendations that came up through PBS, however that came along, which in turn came through our group.

Senator PASTORE. And you endorsed it.

Mr. CURTIS. We endorsed a whole group of these.

Senator PASTORE. Who pays the bill?

Mr. CURTIS. We pay the bill.

Senator PASTORE. You paid the bill. So PBS made the recommendation to you that these are desirable programs?

Mr. CURTIS. That is right. We tried to fit them into the budget as best we could. One of our problems was this decisionmaking went on the assumption of the $65 million budget in the beginning, then we had to cut it back to $45 million, and then to $35 million.

Senator PASTORE. Now, you are saying that was a program that was already in existence. But insofar as a new program is concerned, let's assume someone comes along with a very fine program that is comparable to "Sesame Street" or "Mr. Rogers' Neighborhood." Now, you are telling me that you do not have a procedure which enables you to acquire that program.

Mr. CURTIS. Well, let me say this: We have done that to a degree with the Children's Television Workshop on public health. We said, here is some seed money to do that series.

Senator PASTORE. All right. To whom did you say that?

Mr. CURTIS. To the Children's Television Workshop.

Senator PASTORE. They dealt directly with you?

Mr. CURTIS. They dealt directly with us. But they also had other avenues of funding. HEW and the Ford Foundation put money in. They get it from a variety of sources.

I am happy to say that the Children's Television Workshop gets money of its own from its products and so forth. I think this is healthy and good. But how someone else, who has a good program, might get it on, is the area where I think the confusion lies.

How do you put in for something new, or how do you appeal it if somebody shoots you down? This is what I want to have developed and have out in the open.

Senator PASTORE. When will you get the answer to that?

Mr. CURTIS. I am hoping within about 3 weeks.

Senator PASTORE. Will you let us know when you get that?

Mr. CURTIS. Oh, yes. We will shout it from the housetops?

Senator HOLLINGS. Mr. Curtis, you testified that as a result of publications you instituted "Advocates." Do you know what the recommendations were on "Firing Line" from PBS?

Mr. CURTIS. All of the programs that we put on were endorsed through the PBS system.

Senator HOLLINGS. Back to my question. Do you know what the recommendations were from PBS on the program "Firing Line?"

Mr. CURTIS. Yes. They recommended it.

Senator HOLLINGS. Why did you disregard that recommendation?

Mr. CURTIS. Simply because there were others programs recommended, too, and we didn't have enough money for all.

Senator HOLLINGS. So it was an economy move?

Mr. CURTIS. Yes. We had just so much money. If we had cut out some of Senator Pastore's children's programs, we probably would have heard more criticism. Look at "Zoom." They were conducting a tremendous campaign.

Senator PASTORE. Don't put me in there. You are a grandfather, too, aren't you?

Senator HOLLINGS. Mr. Curtis, you stated to the committee that you do not know how Public Broadcasting schedules, or puts on a program. Do you know how you take one off? How the Corporation takes one off?

Mr. CURTIS. Well, I don't think we have taken one off. We just didn't fund certain ones.

Senator HOLLINGS. That is how you take them off, then?

Mr. CURTIS. Yes. There is a big difference between that and saying this is not a good program. Let's take, for example, again, Bill Moyer and Buckley. What the corporation said was that we don't have the money, but we hope, somebody in fact will help them find funding, so that they can resume production and be eligible to go down the inter- * * *

APPENDIX 4

3D ROUND ANALYSIS (PROBABLE PURCHASES)

	Amount			
Category I (programing staples)—$8,793,333:				
At The Top	70, 000	81/49	84/48	84/—
Black Perspective On The News	299, 160	102/67	109/70	114/—
Book Beat	188, 312	113/68	117/69	118/—
Consumer Survival Kit	400, 746	128/81	135/85	135/—
Electric Company	2, 000, 000	120/76	135/85	135/—
Evening At Symphony	259, 938	128/80	137/84	138/—
Firing Line	715, 775	107/66	114/70	117/—
Hollywood Television Theater	400, 000	109/72	111/72	110/—
Mister Rogers' Neighborhood	279, 369	126/82	140/89	142/—
Sesame Street	2, 200, 000	119/74	137/86	134/—
Soundstage	303, 568	98/62	100/60	105/—
Special Events	945, 766	111/73	111/76	114/—
Wall Street Week	295, 049	138/88	138/88	139/—
Washington Week In Review	250, 172	104/66	121/78	129/—
Woman	185, 478	104/61	110/65	116/—
Category II (material previously supported by Ford or CPB):				
Bill Moyers' Journal	1, 004, 018	121/78	127/82	128/—
Nova	1, 778, 713	119/78	128/75	127/—
Category III (new and innovative programing):				
Lowell Thomas And America	555, 000	96/56	96/56	98/—
WNET Opera	223, 881	106/71	112/74	113/—
Total before surcharge	12, 354, 345			
Add 7 percent surcharge	$864, 804			
Total	13, 219, 149			
Possible additional purchases:				
Category I:				
Lilias, Yoga, and You	87, 877	75/41	76/40	77/39
Category II:				
Theater In America	1, 066, 658	99/66	91/61	91/59
Category III:				
Canine College	28, 950	53/32	52/31	57/32
Indian Way	320, 000	34/26	35/25	36/25
Mark Russell Comedy Specials	47, 753	69/46	70/46	75/45
Say Brother—National Edition	143, 115	55/44	56/45	62/46
What's Cooking	82, 656	60/34	57/32	60/32

Selections:	
Round 1 (42 per station)	6, 400
Round 2 (34 per station)	5, 200
Round 3 (29 per station)	4, 300
Round 4	
Round 5	
Round 6	
Round 7	
Round 8	
Round 9	
Round 10	
Round 11	
Round 12	
Round 13	

VOTING CHANGES

	Increased	Decreased	Did not change
Round 1			
Round 2	110	20	3
Round 3	97	17	1
Round 4			
Round 5			
Round 6			
Round 7			
Round 8			
Round 9			
Round 10			
Round 11			
Round 12			
Round 13			

Dollar allocation:	*Millions*
Round 1	$55
Round 2	$38
Round 3	$35
Round 4	
Round 5	
Round 6	
Round 7	
Round 8	
Round 9	
Round 10	
Round 11	
Round 12	
Round 13	

APPENDIX 5

ACNO STATEMENT ON STATION PROGRAM COOPERATIVE

ACNO has previously expressed its support for the concept of the Station Program Cooperative as one source of programs for local television stations, and now restates that support. In reviewing the results of the first year's operation, however, it feels compelled to express some serious concerns about the results.

It calls upon CPB and PBS and the individual stations to carefully review the results of the first SPC and the procedures that yielded such results, towards the end of better reaching the objectives of public broadcasting which ACNO has so strongly and continuously supported.

Public broadcasting's unique mandate requires that special efforts be made to represent the interest of groups warranting such special attention: minorities, women, youth, the elderly and similar groups too often ignored by commercial broadcasting. And its mandate requires that its decisions result from close and continuing consultations with such segments of the American public. Program popularity and cost factors must not be the sole or principal criteria for program selection, no matter the program source.

If the final program mix of public television, from all sources, is to reflect the needs of the American people generally and special interest in particular, the SPC must be operated in such a manner as to adequately fill in the gaps that might otherwise result. Some stations have done this admirably. We call upon CPB and PBS to undertake any and all efforts appropriate to achieve this result more broadly.

APPENDIX 6

TELEVISION PROGRAMMING FISCAL YEAR 1975

The following are programs to which CPB has committed dollars for 1975. Out of a total television programming budget of $11 million for 1975, $4½ million was given to the Station Program Cooperative. The remaining $6½ million was allocated as follows:

[Key: (S)—Series; (P)—Pilot; (R. & D.) Research and Development]

1. THEATER IN AMERICA (S)

Producing station.—WNET-TV, New York.
Executive producer.—Jac Venza.
Type of program.—20 dramatic productions of varying length.
Total cost.—$2,225,000.
CPB contribution.—$1,225,000.

2. FEELING GOOD (S)

Producing station.—Children's Television Workshop.
Executive producer.— ——— ———.
Type of program.—26 one-hour programs initially, revised to 13 ½ hour programs with Dick Cavett as host. Aimed at young, lower-class families.
Total cost.—$7,100,000.
CPB contribution.—$2,000,000.

3. NOVA (S)

Producing station.—WGBH-TV, Boston, Massachusetts.
Producer.—Michael Ambrosino.
Type of program.—Series of Science adventures for curious adults. Consists of documentaries on a wide range of scientific topics.
Total cost.—$1,364,131.
CPB contribution.—$695,000.

4. INTERFACE (S)

Producing station.—WETA-TV, Washington, D.C.
Producer and host.—Tony Batten.
Type of program.—An examination of the common boundaries between cultures, including individual profiles.
Total cost.—$549,267.
CPB contribution.—$549,267.

5. VISIONS (R. & D.)

Producing station.—KCET-TV, Los Angeles.
Executive producer.—Barbara Schultz.
Type of program.—A series of new plays by American playwrights.
Total cost.—$2,200,000.
CPB contribution.—$200,000.

6. BILL MOYERS JOURNAL: INTERNATIONAL REPORT (S)

Producing station.—WNET-TV, New York.
Producer.— ——— ———.
Type of program.—Purpose is to keep alive some conversation about international affairs at a time when the U.S. is preoccupied with domestic issues. Round-

table reviews with journalists, one-to-one conversations are types of programs included in series.

Total Cost.—$1,178,314.

CPB contribution.—$200,000.

7. REALIDADES (S)

Producing station.—WNET–TV, New York.

Producer.—Umberto Cintron.

Type of program.—Magazine format geared to Latino population of U.S.

Total cost.—$400,000.

CPB contribution.—$400,0000.

8. WOMAN ALIVE (S)

Producing station.—WNET–TV, New York.

Executive producer.—Ronnie Eldridge.

Type of program.—Magazine format touching issues concerning today's woman. Originally planned as six, one-hour programs, revised to 10 ½-hour programs.

Total cost.—$1,200,000.

CPB contribution.—$400,000.

9. WASN'T THAT A TIME? (P) (R. & D.)

Producing station.—Children's Television Workshop.

Executive producer.— ——— ———.

Type of program.—Is to be a major series of sixty-minute television dramas on American social history. It will trace the lives of three American families in New York near the turn of the century.

Total cost.—$489,000.

CPB contribution.—$150,000.

10. DYING: A FILM PORTRAIT OF JOAN ROBINSON (R. & D.)

Producing station.—WITF–TV, Hershey, Pa.

Executive producer.—Mary Feldhouse Weber.

Type of program.—A film portrait of a woman living with terminal cancer.

Total cost.—$100,000.

CPB contribution.—$45,850.

11. FILMAKER IN RESIDENCE: SUPER 8 PROJECT

Producing stations.—KUSD–TV, Vermillion, S. Dak.; KVIE–TV, Sacramento, Calif.; WNJT–TV, Trenton, N.J.; WPSX–TV, University Park, Pa.

Type of program.—Placement of young filmmakers at public stations throughout the country.

Total cost.—$152,000.

CPB contribution.—$62,000.

12. AMERICAN INDIAN ARTISTS (S)

Producing station.—KAET–TV, Phoenix, Arizona.

Producer.— ——— ———.

Type of program.—Five ½-hour programs on unique and ontstanding American Indian artists. Expressing the social, moral and aesthetic values of the Indian culture.

Total cost.—$125,054.

CPB contribution.—$125,054.

13. AUSTIN CITY LIMITS (P)

Producing station.—KLRN–TV, Austin, Texas.

Producer.—Paul Bosner.

Type of program.—One hour pilot on the music of Willie Nelson.
Total cost.—$12,998.
CPB contribution.—$12,998.

14. THE CITY (P)

Producing station.—Independent (Lawrence C. Grossman & Richard Moore), producers.

Type of program.—Series of 60-minute shows will portray a part of the character culture and quality of life in this country through exploration of its urban centers. Pilot will be "Tom Wolfe's Los Angeles."

Total cost.—$143,000.
CPB contributing.—$143,000.

15. SPACE FOR MAN? (1 TIME)

Producers.—NPACT/BBC.

Type of program.—One time special on the space hook-up of Russian and U.S. astronauts in July.

Total cost.—$50,000.
CPB contribution.—$50,000.

Total television programing funds available for fiscal year 1975	$11, 653, 456
Expenditures:	
Station program cooperative	4, 500, 000
Series (on air now)	4, 644, 267
Pilots, research and development	1, 565, 998
Step-ups and promotion	381, 963
Total	11, 092, 228
Balance	561, 228

NOTE.—Costs of 3 programing seminars: Elderly, dance, and black cultural will be between $5,000 to $10,000.

APPENDIX 7

MARCH 24, 1975.

Message 08940.

To: PBS stations managers.
From: Hartford, Conn., PBS.

As you have seen in the reports. Representative Torbert Macdonald (D-Mass). chairman, House Communications Subcommittee, aimed many of his questions in last week's hearing at public broadcasting's minority employment, policy making and programming. He's asked us for the facts, and we want to provide them to him for his sub-committee hearing testimony and official record. Now he'll need your help to get them. With Macdonald indicating full-scale hearings "in early April". We'll need that help fast. We already have official FCC/CPB employment data. But we need your facts in response to these questions:

(Minority means black, Asian, native American, Spanish-surname.)

What approximate percentages are in your coverage area of each of these categories

Regarding your station(s)' governing board: what is the total number of your governing board members? How many, by category, minority members? *How many women?* Any other special category of board membership, I. E. French Canadian?

Regarding minority local programming: what programs have you produced and aired locally for, by, or about any of these minority groups in fiscal 1974 and 1975. And have planned for FY 1976? We'd like description of the series or program, whether remote or studio, length, time broadcast, number of programs, intended audience, audience reached. Did any organized minority groups participate? Any comments on cost effectiveness, audience response?

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—ALL EMPLOYEES (152 LICENSEES)

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	140	144		$23,579	$23,582
Female	4		2.8	23,686	
Station manager:					
Male	52	53		17,850	17,796
Female	1		1.9	15,000	
Operations managers:					
Male	62	68		14,877	14,522
Female	6		8.8	10,857	
Program managers of directors:					
Male	115	128		15,969	15,567
Female	13		10.2	12,893	
Traffic managers:					
Male	26	122		8,720	7,262
Female	96		78.7	6,867	
Production managers or directors:					
Male	100	106		14,441	14,266
Female	6		5.7	11,358	
Producers:					
Male	468	554		11,779	11,795
Female	86		15.5	11,881	
Production assistants:					
Male	534	628		8,066	8,117
Female	94		15.0	8,404	
Business managers:					
Male	46	77		16,158	13,314
Female	31		40.3	9,094	
Chief engineers:					
Male	150	150		16,110	16,110
Female	0		0	0	
Supervisor engineers:					
Male	322	322		12,521	12,521
Female	0		0	0	
Broadcast engineers:					
Male	1,323	1,329		10,253	10,248
Female	6		.5	9,135	
Film directors:					
Male	87	88		10,904	10,951
Female	1		1.1	15,000	
Film editors	118	133		9,451	9,359
Female	15		11.3	8,632	
Public relations directors:					
Male	31	65		12,790	11,393
Female	34		52.3	10,119	
Promotion directors:					
Male	18	60		10,952	9,617
Female	42		70.0	9,045	
Development directors:					
Male	46	56		17,819	16,985
Female	10		17.9	13,148	
Art Directors:					
Male	95	125		10,606	10,062
Female	30		24.0	8,299	
Instruction services directors:					
Male	58	88		15,154	15,111
Female	30		34.1	15,029	
Management and supervisory:					
Male	172	284		14,892	13,111
Female	112		39.4	10,375	
On-Air, performing talent:					
Male	87	166		12,939	12,366
Female	79		47.6	11,734	
All other professionals:					
Male	306	591		9,525	9,059
Female	285		48.2	8,558	
All other nonprofessionals:					
Male	251	1,055		6,400	6,622
Female	804		76.2	6,691	
Total full time employees:					
Male	4,607	6,392			
Female	1,785		27.9		
Total part time employees:					
Male	1,446	2,092			
Female	646		30.9		

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—TV ONLY[1]—(150 LICENSEES)

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	99	103		$22,819	$22,853
Female	4		3.9	23,686	
Station manager:					
Male	48	48		17,755	17,755
Female	0		0	0	
Operations managers:					
Male	53	59		14,411	14,050
Female	6		10.2	10,857	
Program managers or directors:					
Male	102	114		16,052	15,727
Female	12		10.5	12,968	
Traffic managers:					
Male	25	115		8,822	7,285
Female	90		78.3	6,858	
Production managers or directors:					
Male	100	105		14,441	14,214
Female	5		4.8	9,670	
Producers:					
Male	452	535		11,827	11,852
Female	8[illegible]		15.5	11,988	
Production assistants:					
Male	524	618		8,106	8,151
Female	94		15.2	8,404	
Business managers:					
Male	35	60		15,959	13,059
Female	25		41.7	9,000	
Chief engineers:					
Male	117	117		15,865	15,865
Female	0		0	0	
Supervisor engineers:					
Male	297	297		12,457	12,457
Female	0		0	0	
Broadcast engineers:					
Male	1,274	1,280		10,275	10,270
Female	6		.5	9,135	
Film directors:					
Male	84	85		10,991	10,939
Female	1		1.2	15,000	
Film editors:					
Male	116	130		9,46[illegible]	9,398
Female	14		10.8	8,816	
Public relations directors:					
Male	26	50		12,903	11,814
Female	24		48.0	10,634	
Promotion directors:					
Male	12	47		11,935	9,111
Female	35		47.5	8,143	
Development directors:					
Male	34	43		17,479	16,429
Female	9		20.9	12,464	
Art directors:					
Male	87	115		10,516	9,940
Female	28		24.3	8,149	
Instruction services directors:					
Male	54	82		15,119	15,096
Female	28		34.1	15,052	
Management and supervisory:					
Male	155	250		14,829	13,154
Female	95		38.0	10,420	
On-Air, performing talent:					
Male	83	160		13,215	12,522
Female	77		48.1	11,774	
All other professionals:					
Male	289	551		9,360	9,060
Female	262		47.5	8,730	
All other nonprofessionals:					
Male	201	901		6,468	6,616
Female	700		77.7	6,659	
Total full time employees:					
Male	4,267	5,865			
Female	1,598		27.2		
Total part time employees:					
Male	1,339	1,902			
Female	563		29.6		

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[1] These are employees who are not sharing in the duties and responsibilities of radio operations.

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—JOINT [2]—(37 LICENSEES)

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	41	41	0	$25,415	$25,415
Female	0			0	
Station manager:					
Male	4	5	20.0	18,986	18,188
Female	1			15,000	
Operations managers:					
Male	9	9	0	17,621	17,621
Female	0			0	
Program managers or directors:					
Male	13	14	7.1	14,430	14,256
Female	1			12,000	
Traffic managers:					
Male	1	7	85.7	6,160	6,885
Female	6			7,006	
Production managers or directors:					
Male	0	1	100.0	0	19,800
Female	1			19,800	
Producers:					
Male	16	19	15.8	10,422	10,182
Female	3			8,900	
Production assistants:					
Male	10	10	0	5,949	5,949
Female	0			0	
Business managers:					
Male	11	17	35.3	16,792	14,214
Female	6			9,488	
Chief Engineers:					
Male	33	33	0	16,979	16,979
Female	0			0	
Supervisor-engineers:					
Male	25	25	0	13,272	13,272
Female	0			0	
Broadcast engineers:					
Male	49	49	0	9,684	9,684
Female	0			0	
Film directors:					
Male	3	3	0	11,260	11,260
Female	0			0	
Film editors:					
Male	2	3	33.3	8,500	7,687
Female	1			6,060	
Public relations directors:					
Male	5	15	66.7	12,200	9,989
Female	10			8,883	
Promotion directors:					
Male	6	13	53.8	8,988	11,447
Female	7			13,554	
Development directors:					
Male	12	13	7.7	18,782	18,822
Female	1			19,300	
Art directors:					
Male	8	10	20.0	11,578	11,344
Female	2			10,406	
Instruction services directors:					
Male	4	6	33.3	15,625	15,316
Female	2			14,698	
Management and supervisory:					
Male	17	34	50.0	15,466	12,793
Female	17			10,119	
On-air performing talent:					
Male	4	6	33.3	7,200	8,201
Female	2			10,202	
All other professionals:					
Male	17	40	57.5	12,334	9,036
Female	23			6,598	
All other nonprofessionals:					
Male	50	154	67.5	6,127	6,654
Female	104			6,907	
Total full-time employees:					
Male	340	527	35.5		
Female	187				
Total part-time employees:					
Male	107	190	43.6		
Female	83				

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[2] These are employees who have joint responsibilities in both television and radio operations.

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—52 COMMUNITY LICENSEES

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	53	54		$28,361	$28,354
Female	1		1.9	28,000	
Station manager:					
Male	8	8		27,357	27,357
Female	0		0	0	
Operations managers:					
Male	21	23		18,312	17,720
Female	2		8.7	11,500	
Program managers or directors:					
Male	36	44		18,560	17,721
Female	8		18.2	13,943	
Traffic managers:					
Male	13	45		8,188	7,380
Female	32		71.1	7,052	
Production managers or directors:					
Male	39	42		16,953	16,446
Female	3		7.1	9,850	
Producers:					
Male	148	188		13,889	13,773
Female	40		21.3	13,343	
Production assistants:					
Male	200	251		10,147	10,019
Female	51		20.3	9,516	
Business managers:					
Male	25	35		17,347	14,950
Female	10		28.6	8,956	
Chief engineers:					
Male	49	49		17,399	17,399
Female	0		0	0	
Supervisor engineers:					
Male	78	78		14,364	14,364
Female	0		0	0	
Broadcast engineers:					
Male	473	477		12,243	12,229
Female	4		.1	10,616	
Film directors:					
Male	24	25		11,362	11,508
Female	1		4.0	15,000	
Film editors:					
Male	36	43		10,970	10,594
Female	7		16.3	8,660	
Public relations directors:					
Male	12	30		13,594	11,760
Female	18		60.0	10,538	
Promotion directors:					
Male	6	18		10,254	10,633
Female	12		66.7	10,823	
Development directors:					
Male	27	32		18,950	18,570
Female	5		15.6	16,520	
Art directors:					
Male	19	28		11,766	10,357
Female	9		32.1	7,383	
Instruction services directors:					
Male	19	32		16,380	16,114
Female	13		40.6	15,725	
Management and supervisory:					
Male	93	166		17,296	14,513
Female	73		44.0	10,967	
On-air performing talent:					
Male	41	58		13,857	12,863
Female	17		29.3	10,465	
All other professionals:					
Male	91	214		10,843	9,662
Female	123		57.5	8,789	
All other nonprofessionals:					
Male	143	553		7,000	7,348
Female	410		74.1	7,470	
Total full time employees:					
Male	1,654	2,493			
Female	839		33.7		
Total part time employees:					
Male	330	486			
Female	156		32.1		

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—53 UNIVERSITY LICENSEES

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	48	49		$20, 621	$20, 540
Female	1		2.0	16, 640	
Station manager:					
Male	23	24		16, 793	16, 718
Female	1		4.2	15, 000	
Operations managers:					
Male	20	21		12, 953	12, 935
Female	1		4.8	12, 582	
Program managers or directors:					
Male	48	51		14, 120	13, 978
Female	3		5.9	11, 703	
Traffic managers:					
Male	8	39		8, 665	7, 127
Female	31		79.5	6, 730	
Production managers or directors:					
Male	30	32		12, 260	12, 403
Female	2		6.3	14, 550	
Producers:					
Male	169	192		10, 906	10, 755
Female	23		12.0	9, 643	
Production assistants:					
Male	94	104		6, 569	6, 570
Female	10		9.6	6, 577	
Business managers:					
Male	10	21		12, 753	10, 662
Female	11		52.4	8, 762	
Chief engineers:					
Male	54	54		15, 422	15, 422
Female	0		0	0	
Supervisor engineers:					
Male	104	104		11, 576	11, 576
Female	0		0	0	
Broadcast engineers:					
Male	345	346		9, 261	9, 254
Female	1		.3	6, 814	
Film directors:					
Male	32	32		10, 592	10, 592
Female	0		0	0	
Film editors:					
Male	39	42		9, 212	9, 136
Female	3		7.1	8, 149	
Public relation directors:					
Male	9	19		11, 420	10, 054
Female	10		52.6	8, 901	
Promotion directors:					
Male	6	24		9, 706	8, 427
Female	18		75.0	8, 001	
Development directors:					
Male	11	15		16, 496	14, 515
Female	4		26.7	9, 069	
Art directors:					
Male	35	43		10, 481	10, 248
Female	7		16.3	9, 051	
Instruction services directors:					
Male	14	17		14, 661	14, 246
Female	3		17.6	12, 309	
Management and supervisory:					
Male	21	37		11, 441	9, 860
Female	16		43.2	7, 784	
On-air, performing talent:					
Male	10	14		8, 687	8, 270
Female	4		28.6	7, 226	
All other professionals:					
Male	54	127		9, 732	8, 530
Female	73		57.5	7, 641	
All other nonprofessionals:					
Male	25	159		5, 227	5, 772
Female	134		84.3	5, 864	
Total full time employees:					
Male	1, 210	1, 566			
Female	356		22.7		
Total part time employees:					
Male	772	1, 089			
Female	317		29.1		

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPOYEES—FISCAL YEAR 1973—20 SCHOOL LICENSEES

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	15	17		$20,080	$20,665
Female	2		11.8	25,052	
Station manager:					
Male	5	5		21,432	21,432
Female	0		0	0	
Operations managers:					
Male	5	6		13,508	13,523
Female	1		16.7	13,600	
Program managers or directors:					
Male	10	11		14,161	14,010
Female	1		9.1	12,500	
Traffic managers:					
Male	2	16		8,428	7,554
Female	14		87.5	7,429	
Production managers or directors:					
Male	14	14		13,397	13,397
Female	0		0	0	
Producers:					
Male	43	48		10,640	10,804
Female	5		10.4	12,218	
Production assistants:					
Male	57	61		8,091	7,966
Female	4		6.6	6,190	
Business managers:					
Male	2	4		19,001	17,964
Female	2		50.0	16,926	
Chief engineers:					
Male	17	17		15,336	15,336
Female	0		0	0	
Supervisor engineers:					
Male	18	18		13,622	13,622
Female	0		0	0	
Broadcast engineers:					
Male	88	88		11,031	11,031
Female	0		0	0	
Film directors:					
Male	10	10		11,631	11,631
Female	0		0	0	
Film editors:					
Male	10	10		8,868	8,868
Female	0		0	0	
Public relations directors:					
Male	1	4		12,000	12,338
Female	3		75.0	12,450	
Promotion directors:					
Male	1	4		11,194	10,063
Female	3		75.0	9,689	
Development directors:					
Male	1	2		10,121	11,361
Female	1		50.0	12,600	
Art directors:					
Male	11	17		11,755	
Female	6		35.3	8,607	10,644
Instruction services directors:					
Male	6	10		18,567	17,383
Female	4		40.0	15,608	
Management and supervisory:					
Male	8	11		11,426	10,281
Female	3		27.3	7,229	
On-air, performing talent:					
Male	21	66		15,052	13,935
Female	45		68.2	13,414	
All other professionals:					
Male	24	40		9,701	10,688
Female	16		40.0	12,169	
All other nonprofessionals:					
Male	13	76		6,877	6,560
Female	63		82.9	6,495	
Total full time employees:					
Male	382	555			
Female	173		31.2		
Total part time employees:					
Male	90	115			
Female	25		21.7		

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC TELEVISION EMPLOYEES—FISCAL YEAR 1973—27 STATE AND OTHER LICENSEES

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	24	24	0	$21, 122	$21, 12
Female	0			0	
Station manager:					
Male	16	16	0	13, 495	13, 495
Female	0			0	
Operations managers:					
Male	16	18	11. 1	13, 202	12, 622
Female	2			7, 980	
Program managers or directors:					
Male	21	22	4. 5	16, 065	15, 719
Female	1			8, 460	
Traffic managers:					
Male	3	22	86. 4	11, 366	7, 045
Female	19			6, 363	
Production managers or directors:					
Male	17	18	5. 6	13, 388	13, 172
Female	1			9, 500	
Producers:					
Male	108	126	14. 3	10, 706	10, 805
Female	18			11, 398	
Production assistants:					
Male	183	212	13. 7	6, 552	6, 666
Female	29			7, 385	
Business managers:					
Male	9	17	47. 1	16, 011	12, 131
Female	8			7, 766	
Chief engineers:					
Male	30	30	0	15, 681	15, 681
Female	0			0	
Supervisor engineers:					
Male	122	122	0	11, 985	11, 985
Female	0			0	
Broadcast engineers:					
Male	417	418	.2	8, 654	8, 647
Female	1			5. 532	
Film directors:					
Male	21	21	0	10, 508	10, 508
Female	0			0	
Film editors:					
Male	33	38	13. 2	8, 255	8, 338
Female	5			8, 883	
Public relations directors:					
Male	9	12	25. 0	13, 176	12, 216
Female	3			9, 335	
Promotion directors:					
Male	5	14	64. 3	13, 240	10, 224
Female	9			8, 549	
Development directors:					
Male	7	7	0	16, 637	16, 637
Female	0			0	
Art directors:					
Male	29	37	21. 6	9, 564	9, 321
Female	8			8, 441	
Instruction services directors:					
Male	19	29	34. 5	13, 213	13, 729
Female	10			14, 708	
Management and supervisory:					
Male	50	70	28. 6	12, 423	11, 948
Female	20			10, 759	
On-air, performing talent:					
Male	15	28	46. 4	10, 304	9, 682
Female	13			8, 964	
All other professionals:					
Male	137	210	34. 8	8, 537	8, 452
Female	73			8, 293	
All other nonprofessionals:					
Male	70	267	73. 8	5, 487	5, 643
Female	197			5, 698	
Total full time employees:					
Male	1, 361	1, 778	23. 5		
Female	417				
Total part time employees:					
Male	254	402	36. 8		
Female	148				

APPENDIX 9

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC RADIO EMPLOYEES—FISCAL YEAR 1973—ALL EMPLOYEES [1]—(143 STATIONS)

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	55	57	3.5	$14,776	$14,685
Female	2			12,195	
Station manager:					
Male	49	56	12.5	12,710	12,923
Female	7			14,410	
Operations managers:					
Male	31	36	13.9	8,560	8,200
Female	5			5,968	
Program managers or directors:					
Male	83	96	13.5	10,181	10,079
Female	13			9,430	
Traffic managers:					
Male	6	44	86.4	8,026	6,169
Female	38			5,876	
Production Managers or directors:					
Male	33	37	10.8	9,399	9,400
Female	4			9,411	
Producers:					
Male	81	104	22.1	8,755	8,515
Female	23			7,671	
Production assistants:					
Male	12	24	50.0	6,043	6,126
Female	12			6,208	
Business managers:					
Male	3	10	70.0	9,443	8,455
Female	7			8,031	
Chief engineers:					
Male	74	74	0	10,967	10,967
Female	0			0	
Supervisor engineers:					
Male	40	40	0	11,179	11,179
Female	0			0	
Broadcast engineers:					
Male	137	138	.7	9,894	9,884
Female	1			8,580	
Music directors:					
Male	39	53	26.4	8,247	7,870
Female	14			6,821	
News directors:					
Male	42	49	14.3	9,450	9,003
Female	7			6,319	
Public relations directors:					
Male	4	7	42.9	11,660	10,412
Female	3			8,747	
Promotion directors:					
Male	0	9	100.0	0	6,911
Female	9			6,911	
Development directors:					
Male	8	8	0	10,316	10,316
Female	0			0	
Continuity directors:					
Male	1	12	91.7	9,700	6,176
Female	11			5,856	
Instruction services directors:					
Male	3	6	50.0	15,433	13,338
Female	3			11,243	
Management and supervisory:					
Male	14	18	22.2	10,782	10,264
Female	4			8,450	
On-air, performing talent:					
Male	74	88	15.9	8,145	8,042
Female	14			7,497	
All other professionals:					
Male	12	36	66.7	10,170	8,049
Female	24			6,989	
All other nonprofessionals:					
Male	19	68	72.1	4,140	5,603
Female	49			6,170	
Total full time employees [2]:					
Male [2]	828	1,080	2[illegible].3		
Female [2]	252				
Total part time employees:					
Male	874	1,173	25.5		
Female	299				

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[1] Joint employees not included.

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC RADIO EMPLOYEES—FY 1973—24 COMMUNITY STATIONS

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	7	7		$10,357	$10,357
Female	0		0	0	
Station manager:					
Male	12	13		13,517	12,877
Female	1		7.7	5,200	
Operations managers:					
Male	8	8		8,445	8,445
Female	0		0	0	
Program managers or directors:					
Male	10	13		8,538	8,805
Female	3		23.1	9,695	
Traffic managers:					
Male	1	6		4,500	5,827
Female	5		83.3	6,092	
Production managers or directors:					
Male	0	0		0	0
Female	0		0	0	
Producers:					
Male	19	29		8,990	8,500
Female	10		34.5	7,577	
Production assistants:					
Male	0	1		0	6,760
Female	1		100.0	6,760	
Business managers:					
Male	2	4		5,980	6,990
Female	2		50.0	8,000	
Chief engineers:					
Male	9	9		9,284	9,284
Female	0		0	0	
Supervisor engineers:					
Male	3	3		13,093	13,093
Female	0		0	0	
Broadcast engineers:					
Male	19	20		10,526	10,429
Female	1		5.0	8,500	
Music directors:					
Male	7	9		7,481	7,262
Female	2		22.2	6,494	
News directors:					
Male	4	6		9,067	8,111
Female	2		33.3	6,200	
Public relations directors:					
Male	0	0		0	0
Female	0		0	0	
Promotion directors:					
Male	0	1		0	7,800
Female	1		100.0	7,800	
Development directors:					
Male	1	1		7,500	7,500
Female	0		0	0	
Continuity directors:					
Male	0	2		0	5,583
Female	2		100.0	5,583	
Instruction services directors:					
Male	0	0		0	0
Female	0		0	0	
Management and supervisory:					
Male	1	2		20,000	15,750
Female	1		50.0	11,500	
On-air, performing talent:					
Male	10	11		7,325	6,994
Female	1		9.1	4,680	
All other professionals:					
Male	4	11		7,280	7,222
Female	7		63.6	7,189	
All other nonprofessionals:					
Male	6	10		4,295	5,355
Female	4		40.0	6,945	
Total full time employees:					
Male	123	166			
Female	43		25.9		
Total part time employees:					
Male	69	92			
Female	23		25.0		

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC RADIO EMPLOYEES—FISCAL YEAR 1973—85 UNIVERSITY STATIONS

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	43	44	2.3	$15,225	$15,168
Female	1			12,700	
Station manager:					
Male	31	34	8.8	12,439	12,209
Female	3			9,833	
Operations managers:					
Male	19	24	20.8	8,387	7,883
Female	5			5,968	
Program managers or directors:					
Male	62	69	10.1	10,340	10,198
Female	7			8,940	
Traffic managers:					
Male	4	27	85.2	7,021	5,811
Female	23			5,601	
Production managers or directors:					
Male	25	28	10.7	8,694	8,888
Female	3			10,508	
Producers:					
Male	46	58	20.7	8,752	8,510
Female	12			7,582	
Production assistants:					
Male	8	13	38.5	6,129	6,490
Female	5			7,067	
Business managers:					
Male	1	6	83.3	16,370	9,431
Female	5			8,043	
Chief engineers:					
Male	58	58	0	11,154	11,154
Female	0			0	
Supervisor engineers:					
Male	23	23	0	10,501	10,501
Female	0			0	
Broadcast engineers:					
Male	75	75	0	9,134	9,134
Female	0			0	
Music directors:					
Male	25	35	28.6	8,382	8,050
Female	10			7,220	
News directors:					
Male	34	39	12.8	9,256	8,885
Female	5			6,366	
Public relations directors:					
Male	4	6	33.3	11,660	11,147
Female	2			10,120	
Promotion directors:					
Male	0	4	100.0	0	6,525
Female	4			6,525	
Development directors:					
Male	6	6	0	11,350	11,350
Female	0			0	
Continuity directors:					
Male	0	5	100.0	0	7,098
Female	5			7,098	
Instruction services directors:					
Male	2	3	33.3	12,650	12,763
Female	1			12,980	
Management and supervisory:					
Male	8	10	20.0	9,844	9,395
Female	2			7,600	
On-air performing talent:					
Male	37	43	14.0	8,755	8,767
Female	6			8,840	
All other professionals:					
Male	4	17	76.5	9,857	7,074
Female	13			6,218	
All other nonprofessionals:					
Male	9	36	75.0	4,187	5,430
Female	27			5,844	
Total full-time employees [1]:					
Male [1]	532	673	21.0		
Female [1]	141				
Total part-time employees:					
Male	702	941	25.4		
Female	239				

[1] Data for one station included in totals only, as salary averages were not released.

CORPORATION FOR PUBLIC BROADCASTING INFORMATION SYSTEMS OFFICE—Continued

PUBLIC RADIO EMPLOYEES—FISCAL YEAR 1973—14 SCHOOL STATIONS

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	5	5	0	$17,100	$17,100
Female	0			0	
Station manager:					
Male	3	6	50.0	15,125	18,591
Female	3			22,057	
Operations managers:					
Male	3	3	0	8,898	8,898
Female	0			0	
Program managers or directors:					
Male	5	7	28.6	11,815	11,737
Female	2			11,543	
Traffic managers:					
Male	1	8	87.5	15,576	7,508
Female	7			6,355	
Production managers or directors:					
Male	4	4	0	15,018	15,018
Female	0			0	
Producers:					
Male	8	8	0	9,835	9,835
Female	0			0	
Production assistants:					
Male	2	3	33.3	4,995	4,530
Female	1			3,600	
Business managers:					
Male	0	0	0	0	0
Female	0			0	
Chief engineers:					
Male	5	5	0	13,723	13,723
Female	0			0	
Supervisor engineers:					
Male	5	5	0	9,550	9,550
Female	0			0	
Broadcast engineers:					
Male	9	9	0	12,857	12,857
Female	0			0	
Music directors:					
Male	3	4	25.0	9,916	8,337
Female	1			3,600	
News directors:					
Male	1	1	0	16,535	16,535
Female	0			0	
Public relations directors:					
Male	0	1	100.0	0	6,000
Female	1			6,000	
Promotion directors:					
Male	0	2	100.0	0	6,002
Female	2			6,002	
Development directors:					
Male	1	1	0	6,924	6,924
Female	0			0	
Continuity directors:					
Male	0	0	0	0	0
Female	0			0	
Instruction services directors:					
Male	1	3	66.7	21,000	13,913
Female	2			10,369	
Management and supervisory:					
Male	0	0	0	0	0
Female	0			0	
On-air, performing talent:					
Male	4	6	33.3	5,921	6,343
Female	2			7,187	
All other professionals:					
Male	2	3	33.3	20,000	19,000
Female	1			17,000	
All other nonprofessionals:					
Male	0	10	100.0	0	7,960
Female	10			7,960	
Total full time employees:					
Male	62	94	34.0		
Female	32				
Total part time employees:					
Male	57	78	26.9		
Female	21				

PUBLIC RADIO EMPLOYEES—FISCAL YEAR 1973—10 STATE AND OTHER STATIONS

Occupation and sex	Quantity by sex	Total quantity	Percent female	Average salary by sex	Average salary all employees
General manager or chief executive:					
Male	0	1	100.0	0	$11,690
Female	1			$11,690	
Station manager:					
Male	3	3	0	9,859	9,859
Female	0			0	
Operations managers:					
Male	1	1	0	11,760	11,760
Female	0			0	
Program managers or directors:					
Male	6	7	14.3	9,918	9,623
Female	1			7,851	
Traffic managers:					
Male	0	3	100.0	0	6,497
Female	3			6,497	
Production managers or directors:					
Male	4	5	20.0	8,188	7,774
Female	1			6,118	
Producers:					
Male	8	9	11.1	7,116	7,400
Female	1			9,672	
Production assistants:					
Male	2	7	71.4	6,750	6,043
Female	5			5,760	
Business managers:					
Male	0	0	0	0	0
Female	0			0	
Chief engineers:					
Male	2	2	0	6,243	6,243
Female	0			0	
Supervisor engineers:					
Male	9	9	0	12,944	12,944
Female	0			0	
Broadcast engineers:					
Male	34	34	0	10,432	10,432
Female	0			0	
Music directors:					
Male	4	5	20.0	7,490	7,332
Female	1			6,700	
News directors:					
Male	3	3	0	9,799	9,799
Female	0			0	
Public relation directors:					
Male	0	0	0	0	0
Female	0			0	
Promotion directors:					
Male	0	2	100.0	0	8,146
Female	2			8,146	
Development directors:					
Male	0	0	0	0	0
Female	0			0	
Continuity directors:					
Male	1	5	80.0	9,700	5,492
Female	4			4,440	
Instruction services directors:					
Male	0	0	0	0	0
Female	0			0	
Management and supervisory:					
Male	5	6	16.7	10,440	9,883
Female	1			7,100	
On-air performing talent:					
Male	23	28	17.9	7,950	7,704
Female	5			6,572	
All other professionals:					
Male	2	5	60.0	6,744	6,615
Female	3			6,529	
All other nonprofessionals:					
Male	4	12	66.7	3,801	4,356
Female	8			4,634	
Total full time employees:					
Male	111	147	24.5		
Female	36				
Total part time employees:					
Male	46	62	25.8		
Female	16				

APPENDIX 10

PERSONNEL INFORMATION: NATIONAL PUBLIC RADIO

Level I—$27,500 to $41,250:	
Director—News and public affairs	Vacant.
Director-Operations and engineering	Male-white.
Level II—$23,500 to $35,250:	
Assistant to president, administration	Do.
Assistant to president, research	Do.
Chief engineer	Do.
Director—Arts and performance	Do.
Director—Business affairs	Do.
Director—Program development	Do.
Director—Public information	Do.
Director—Station relations	Do.
General counsel	Male-SSA.
Producer, ATC	Vacant.
Level III—$19,000 to $28,500:	
Producer—Arts information	Male-white.
Producer—Classical music	Do.
Producer—Events	Do.
Producer—Options	Do.
Producer—Special programs	Do.
Senior engineer	Do.
Do	Do.
Do	Do.
Level IV—$16,250 to $24,375:	
Assistant to director, public information	Female-white.
Assistant producer, folk music	Male-white.
Associate producer, arts, news	Vacant.
Associate producer/director, ATC	Male-white.
Associate producer, news	Do.
Associate producer, ATC, long range planning	Female-white.
Bureau chief, New York	Male-white.
Operations supervisor, network	Do.
Program librarian	Female-oriental.
Reporter I	Male-white.
Do	Female-white.
Do	Male-white.
Do	Female-white.
Reporter, host	Do.
Do	Male-white.
Stations relations associate	Do.
Level V—$13,500 to $20,250:	
Accounting supervisor	Do.
Assistant to director, arts and performances	Female-white.
Assistant producer, news	Male-white.
Assistant producer, modular arts	Female-white.
Associate producer, options	Male-white.
Associate producer, options	Female-white.
Audio engineer	Male-white.
Master control engineer	Do.
Do	Do.
Do	Do.
Bureau assistant, west coast	Do.
Graphics coordinator	Do.
Master control engineer	Do.
Office services supervisor	Male-Negro.
On-air promotion coordinator	White male.
Operations supervisor, tape	Do.
Operations supervisor, weekend and support	Do.
Personnel supervisor	Female-white.
Reporter II	Male-white.
Do	Do.
Do	Male-Negro.
Writer	Female-white.
Do	Do.
Do	Female-white.

PERSONNEL INFORMATION: NATIONAL PUBLIC RADIO—Continued

Level VI—$11,000 to $16,500:	
Assistant producer: Assistant director	Female-white
Assistant program librarian	Do.
Associate producer, events	Do.
Audio technician	Do.
Do	Male-Negro.
Do	Male-white.
Do	Do.
Do	Do.
Master control technician	Vacancy.
Reporter III	Female-Negro.
Program services supervisor	Female-white.
Station relations assistant	Do.
Traffic supervisor	Do.

APPENDIX 11

Officers of the corporation (management council):	
President	White male.
Executive vice president [1]	Do.
Senior vice president	Do.
Treasurer	Do.
Secretary	Do.
Department directors:	
Minority affairs	
Legislative affairs	White male.
Public affairs [2]	Do.
Publications [2]	Do.
Public information	Do.
Volunteer activities [1]	Do.
Planning, program analysis	Do.
Finance and accounting	Do.
External audit [2]	
Personnel	Asian female.
General services	White male.
Communications research	Do.
Engineering research	Do.
Information systems	Do.
Educational activities [2]	Do.
Radio activities	Do.
Television activities	Do.
Director of development	Vacant.

[1] Position filled since January 1974.
[2] Newly created positions.

CORPORATION FOR PUBLIC BROADCASTING POSITIONS BY GRADE LEVELS, DECEMBER 31, 1974

Grade and salary not available:	
President	White male.
Executive vice president	Do.
General counsel	Do.
Vice president, finance	Do.
Senior vice president, broadcasting	Do.
Grade 12 ($33,602 to $44,796):	
Director, television activities	Do.
Grade 11 ($28,832 to $38,436):	
Special assistant, minority affairs	
Director, public affairs	White male.
Director, educational activities	Do.
Assistant director, administration	Do.
Assistant director, TV activities, special projects	Do.
Director, radio activities	Do.

PERSONNEL INFORMATION: NATIONAL PUBLIC RADIO—Continued

Grade 10 ($25,122 to $33,485):	
Special assistant, legislation	White male.
Assistant, general counsel	Do.
Director, planning and program analysis	Do.
Director, communications research	Do.
Director, engineering research	Do.
Assistant director, station projects	Do.
Grade 9 ($21,942 to $29,251):	
Director, publications	Do.
Director, public information	Do.
Director, volunteer activities	Do.
Director, finance management	Do.
Director, external audit	
Director, general services	White male.
Senior program officer	Do.
Development manager	Do.
Grade 8 ($19,292 to $25,716):	
Director, personnel	Asian female.
Director, information systems	White male.
Program coordinator	Female-white.
Do	Do.
Projects manager	Do.
Grade 7 ($16,857 to $22,467):	
Executive secretary and assistant to the President	Do.
Assistant director, planning and program analysis	White male.
Assistant director, finance	Do.
Field auditor	
Do	Asian male.
Research analyst	Do.
Survey analyst	White male.
Grade 6 ($14,522 to $19,356):	
Assistant to secretary board	Female-white.
Assistant to director of legislation and development	Do.
Attorney	Do.
Attorney (intern)	Black male.
Assistant director, volunteer activities	Female-white.
Publications associate	Do.
Building engineer	White male.
Senior programer	Female-white.
Program planning coordinator	Black female.
Contract administrator	White male.
Assistant to the director of radio activities	Female-white.
Grade 5 ($12,508 to $16,674):	
Administrative assistant to the director of public affairs	Do.
Building engineer	White male.
Research editor	Female-white.
Programer	White male.
Coordinator, special activities	Asian male.
Program assistant	White male.
Do	
Grade 4 ($10,812 to $14,411):	
Executive secretary to the executive vice president	Female-white.
Administrative secretary to the general counsel	Black female.
Secretary to vice president treasury	Female-white.
Files supervisor	White male.
Building engineer	Black male.
Research assistant	Female-white.
Do	Do.

PERSONNEL INFORMATION: NATIONAL PUBLIC RADIO—Continued

Grade 3 ($9,328 to $12,434):	
Secretary to the secretary and assistant board	Female-white.
Administrative secretary to the director of minority affairs	Black female.
Administrative secretary	Spanish female.
Bookkeeping operator	Black female.
Secretary	Do.
Assistant to the director, general services	Female-white.
Administrative assistant to the director of communcations research	White male.
Secretary	Female-white.
Data technician	Black male.
Secretary to senior vice president	Black female.
Secretary to the director of educational activities	Female-white.
Secretary to the director, television activities	Do.
Secretary to the director of station projects	Do.
Secretary to the director of administration	Do.
Senior secretary	Do.
Grade 2 ($8,056 to $10,738):	
Secretary to the director of legislation and development.	Do.
Secretary	Do.
Do	Black female.
Do	Do.
Receptionist	Female-white.
Office assistant	Black male.
Editorial assistant	Female-white.
Clerk/typist	Black female.
Data technician	White male.
Secretary	Female-white.
Staff secretary	Do.
Secretary	Black female.
Grade 1 ($6,890 to $9,185):	
Mail, stock clerk	Black male.
Clerk/typist	White male.

Departments and positions	Sex	Race	Grade	Salary ranges (dollars per year)
Board of Directors Office:				
Assistant to Secretary/Board	F	C	6	14, 522-19, 356
Secretary to Secretary and Assistant/Board	F	C	3	9, 328-12, 434
President's office:				
President	M	C	--------	
Executive Vice President	M	C	--------	
Special Assistant minority affairs	M	B	11	28, 832-38, 436
Special Assistant Leg. and Dev.	M	C	10	25, 122-33, 485
Executive Secretary and Assistant to President	F	C	7	16, 854-22, 467
Assistant to Director Leg. and Dev	F	C	6	14, 522-19, 356
Executive Secretary to Executive Vice President	F	C	4	10, 812-14, 411
Administrative Secretary to Director Minority Affairs	F	B	3	9, 328-12, 434
Secretary to Director Leg. and Dev	F	C	2	8, 056-10, 738
General Counsel Office:				
General Counsel	M	C	--------	
Assistant General Counsel	M	C	10	25, 122-33, 485
Attorney	F	C	6	14, 522-19, 356
Attorney (intern)	M	B	6	14, 522-19, 356
Administrative Secretary to General Counsel	F	B	4	10, 812, 14, 411
Public Affairs Office:				
Director, Public Affairs	M	C	11	28, 832-38, 436
Director, Publications	M	C	9	21, 942-29, 251
Director, Public Information	M	C	9	21, 942-29, 251
Director, Volunteer Act	M	C	9	21, 942-29, 251
Assistant Director Volunteer Act	F	C	6	14, 522-19, 356
Publications Associate	F	C	6	14, 522-19, 356
Administrative Assistant to Director Public Affairs	F	C	5	12, 508-16, 674
Administrative Secretary	F	Sp	3	9, 328-12, 434
Secretary	F	C	2	8, 056-10, 738
Vice President Finance and Treasury Office:				
Vice President	M	C	--------	
Secretary to Vice President Treasury	F	C	4	10, 812-14, 411

Departments and positions	Sex	Race	Grade	Salary ranges (dollars per year)
Planning, Program Analysis Office:				
Director	M	C	10	25, 122-33, 485
Assistant Director	M	C	7	16, 854-22, 467
Secretary	F	B	2	8, 056-10, 738
Finance and Accounting Office:				
Director, Finance Mgmt	M	C	9	21, 942-29, 251
Assistant Director	M	C	7	16, 854-22, 467
Bookkeeping Operator	F	B	3	9, 328-12, 434
Secretary	F	B	2	8, 056-10, 738
Audit Office:				
Director, External Audit	M	B	9	21, 942-29, 251
Field Auditor	M	B	7	16, 854-22, 467
Field Auditor	M	A	7	16, 854-22, 467
Secretary	F	B	3	9, 328-12, 434
Personnel and Administrative Office:				
Director	F	A	8	19, 292-25, 716
Files Supervisor	M	C	4	10, 812-14, 411
Chief Operator and Receptionist	F	C	2	8, 056-10, 738
Office Assistant	M	B	2	8, 056-10, 738
Clerk/Typist	F	C	1	6, 890-9, 185
General Services Office:				
Director	M	C	9	21, 942-29, 251
Assistant to Director	F	C	3	9, 328-12, 434
Mail, Stock Clerk	M	B	1	6, 890-9, 185
Building Engineer	M	C	6	14, 522-19, 356
Do	M	C	5	12, 508-16, 674
Do	M	B	4	10, 812-14, 411
Communications Research Office:				
Director	M	C	10	25, 122-33, 485
Research Analyst	M	A	7	16, 854-22, 467
Research Editor	F	C	5	12, 508-16, 674
Research Assistant	F	C	4	10, 812-14, 411
Admin. Assistant to Director	M	C	3	9, 328-12, 434
Editorial Assistant	F	C	2	8, 056-10, 738
Clerk/Typist	F	B	2	8, 056-10, 738
Engineering Research Office:				
Director	M	C	10	25, 122-33, 485
Secretary	F	C	3	9, 328-12, 434
Information Systems Office:				
Director	M	C	8	19, 292-25, 716
Survey Analyst	M	C	7	16, 854-22, 467
Senior Programer	F	C	6	14, 522-19, 356
Programer	M	C	5	12, 508-16, 674
Research Assistant	F	C	4	10, 812-14, 411
Data Technician	M	B	3	9, 328-12, 434
Do	M	C	2	8, 056-10, 738
Secretary	F	C	2	8, 056-10, 738
Senior Vice President Broadcasting's Office:				
Senior Vice-President	M	C	----------	----------
Director Educational Act	M	C	11	28, 832-38, 436
Secretary to Senior Vice President	F	B	3	9, 328-12, 434
Secretary to Director Education Act	F	C	3	9, 328-12, 434
Television Activities Office:				
Director	M	C	12	33, 602-44, 796
Assistant Director, Administration	M	C	11	28, 832-38, 436
Assistant Director, TV Act. Special Projects	M	C	11	28, 832-38, 436
Assistant Director Station Projects	M	C	10	25, 122-23, 485
Senior Program Officer	M	C	9	21, 942-29, 251
Program Coordinator	F	C	8	19, 292-25, 716
Do	F	C	8	19, 292-25, 716
Program Planning Coordinator	F	B	6	14, 522-19, 356
Contract Administrator	M	C	6	14, 522-19, 356
Coordinator Special Activities	F	A	5	12, 508-16, 674
Program Assistant	M	C	5	12, 508-16, 674
Do	F	C	5	12, 508-16, 674
Secretary to Director	F	C	3	9, 328-12, 434
Secretary to Director Station Projects	F	C	3	9, 328-12, 434
Secretary to Director Administration	F	C	3	9, 328-12, 434
Staff Secretary	F	C	2	8, 056-10, 738
Audio Activities Office:				
Director	M	C	11	28, 832-38, 436
Development Manager	M	C	9	12, 942-29, 251
Projects Manager	F	C	8	19, 292-25, 716
Assistant to Director	F	C	6	14, 522-19, 356
Senior Secretary	F	C	3	9, 328-12, 434
Secretary	F	B	2	8, 056-10, 738

Mr. MACDONALD. Well, I see I will have to excuse myself from the hearing because we have a call to vote, but we thank you.

We will be in recess until 10 o'clock tomorrow morning.

[Whereupon, at 12:20 p.m., the hearing was adjourned, to reconvene at 10 a.m., Thursday, April 10, 1975.]

LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

THURSDAY, APRIL 10, 1975

House of Representatives,
Subcommittee on Communications,
Committee on Interstate and Foreign Commerce,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to notice, in room 2123, Rayburn House Office Building, Hon. Torbert H. Macdonald, chairman, presiding.

Mr. Macdonald. The hearing will be in order.

The first witness to be heard this morning is busy on matters concerning his own committee, Hon. William Clay, representing the Congressional Black Caucus, but I believe Congressman Clay has a statement which will be inserted in the record as if read at this point, and the next witness will be Mr. John Eger, Acting Director, Office of Telecommunications Policy.

STATEMENT OF HON. WILLIAM CLAY, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

Mr. Clay. Mr. Chairman and members of the U.S. House of Representatives Subcommittee on Communications, I am William Clay, a colleague of yours. Today, however, I am here as a spokesman for the Congressional Black Caucus and will submit our views and concerns on key features of H.R. 4563—with a focus on its probable impact on seeking adequate representation and participation of minorities and women in public broadcasting. As you may be aware, the Congressional Black Caucus is the formal organization of the 17 black Members of the House of Representatives and projects the legislative leadership, priorities, and interests of the overall black community—the more than 25 million black people in the Nation today. I appreciate the opportunity afforded me to express the collective views of our caucus.

We believe that long-range funding for the Corporation for Public Broadcasting, as proposed by H.R. 4563, is conceptually sound for all the reasons stated by many of the individuals who have contributed testimony for your hearing and the record. However, such funding must be tempered by a clear understanding of lines of accountability and responsibility—particularly where these assure and support adequate consideration of minorities and women in both programming and employment.

Before this subcommittee, representatives of the Corporation for Public Broadcasting (CPB) have repeatedly exhumed quotes and references from the Corporation's authorizing legislation and the Carnegie Commission report. Most of these were used to support the Corporation's literal interpretation of clauses about the freedom and autonomy of its local affiliates. The fact remains, however, that the Corporation created the very systems and funding mechanisms that it now claims are responsible for the limited oversight role it exercises.

We contend that while the affirmative action goals of CPB in the areas of employment, programing, and ascertainment of needs are admirable, progress in their implementation leases much to be desired. As a recipient of Federal funds, CPB is required by title VII, 1964 Civil Rights Act, to be held accountable for expenditure of such funds and expenditures should reflect full compliance with the laws of the land. The licensees through the Public Broadcasting Service (PBS), the Association of Public Radio Stations (APRS), and National Public Radio (NPR). As Mr. Robert Benjamin, Chairman of CPB informed you, under the proposed new legislation, more than 50 percent of the Corporation's appropriation would be allocated to both television and radio stations. In our view, CPB's hold-harmless posture in disbursement of its funds, could be used to cloak the industry's continued unresponsiveness to the needs, interests, tastes, and desires of a major portion of the people it is mandated to serve.

Spokesmen from the public broadcasting industry have readily admitted the historical shortcomings in responding to the needs of minorities. I might add that the term "minority" has been defined for use by the CPB-funded Advisory Panel on Essentials for Effective Minority Programing. The definition, which was accepted by the CPB board at its 1974 fall meeting refers to minorities as any racial or ethnic groups which, by virtue of its culture and ethnic identity, is subjected to the disadvantages inherent in a position of inequality in the American social structure; specifically African, Asian, Hispanic, and native Americans.

If the adequacy of CPB's service to minorities were to be measured by high ideals, good intentions, and goals, then the critical input of the congressional Black Caucus would be less severe in tone. It is not CPB's philosophy that we are concerned about. Indeed, the Corporation has generally maintained a high level of integrity. Yet there seems to be something inherently wrong. Integrity, without positive action is an empty and meaningless virtue. For example, as early as May 12, 1972, in FCC docket No. 19816, the CPB advised the Federal Communications Commission that:

"The unique objectives of noncommercial educational broadcasting and its relatively privileged status within the structure of Federal regulation serves only to redouble the applicability of the principle of public service to the noncommercial broadcaster.

"It is clear, therefore, that noncommercial educational stations exist solely to serve the needs of their respective communities. In public broadcasting there is no tempering of the station's service responsibility with considerations of commercial viability. Noncommercial stations have obligations and opportunities for community service that exceed those of commercial stations.

"Standards of community service must be higher than those for commercial broadcasters, and must be reflected not only in the ascertainment process but also in the quantity and quality of broadcast materials designed to address community needs.

"Effectiveness in meeting the Commission's ascertainment goals must be the hallmark of any ascertainment procedure adopted.

"The process of identifying community needs, serving them, and evaluating such service must be continuing in nature and is well suited to dialog procedures that involve the whole community. The basis of any ascertainment process must be accountability for service to the community.

"Further, if it is appropriate to involve all willing elements of the community in the process of establishing station broadcast goals, it is all the more appropriate to involve them in the evaluation of station broadcast performance. Licensees committed to public service do not regard community involvement in their efforts as an obligation imposed from above, to be tolerated every few years in order to satisfy a regulatory mandate. They welcome it. Their stations thrive on it."

These are admirable sentiments and goals, yet full implementation is not evident.

Local public broadcast stations are still operating from the perspective that they are the educators and therefore need not ascertain—through interviews involving the viewing public—community needs. Noncommercial stations have obligations and opportunities for community service that are greater than those of commercial stations—service, which may be free of considerations of commercial viability. Yet, responsibilities to serve community needs cannot be met until the needs are first identified.

If the U.S. Government is prepared to fund CPB at the level recommended in H.R. 4563, then it must build into its oversight responsibility more intensive monitoring and scrutiny of all of the Corporation's related agencies—with a particular focus on compliance with laws mandating equal opportunity in employment, adequate representation in programing and responsiveness to community needs.

The FCC must move more rapidly in establishing the rulemaking and procedure for regular ascertainment of community needs by public broadcast stations.

Another example, after receiving the report of the advisory panel on essentials for effective minority programing—the CBP board issued a statement reaffirming its commitment to serving minority audiences. The board also directed the management of the Corporation to move as expeditiously as possible to gain systemwide acceptance and standardization of the definition, the goals and the priorities recommended in the report. While there is agreement among CBP, PBS, NPR, and APRS on the principle, there is, as yet, no formal agreement on goals and priorities and no substantive plan of followthrough. Here, again, we have the case of admirable intentions and little action.

Still another example, Mr. W. Clinton Powell, assistant to the president at CPB and director of minority affairs, has recommended to a group of representatives at the station that consideration be given to: "organizing a committee that would include CPB, PBS, and local station representatives, to review and to recommend for station acceptance, the standardization of goals and priorities related to minority hiring, programing—and the policies and procedures to implement them." Here again, admirable intentions and little action.

Here is a situation where CPB has created an office of minority affairs, but it is clear to us that the director does not have the staff, authority, or resources to positively affect and impact on this area within the Corporation.

We recommend that a portion of legislated funds be clearly earmarked for minority community service, as well as the necessity of the administering of such funds by minority executives in the various departments of the Corporation for Public Broadcasting. These funds should apply annually to CPB's annual discretionary funds after basic support is deducted from the gross amount of public funds granted in long-range funding legislation. These funds should also be taken off the top of the community service grants. Currently, the community service grant moneys, coupled with interconnection charges and PBS station program cooperative funding support from CPB, leaves an insufficient amount of dollars for other programs and services. CPB is, as you know, also mandated to provide program and market development, resarch and minority training.

Mr. Chairman, we have examined with great interest CPB's presentation on achievements in its minority record. In examining the record of the PBS we found that in 1973, out of a total of 89 persons in the professional/technical category, 16, or 18 percent, were racial minorities and 28, or about 21 percent, were women. In the nonprofessional category, with a total of 46 employees, 15 or 32.6 percent were racial minorities. In 1974, PBS hired 23 technical or professional staff, yet only one was a racial minority. The very latest figures for 1975 reveal that of the NOW 67 nonprofessional employees, nearly 39 percent are racial minorities. Yet in the professional/technical category, the number of racial minorities dropped to 9—little more than half of the 1973 level—with a proportional representation in that job category of less than 9 percent minority, or less than one-half the 1973 level.

In 1975 PBS could boost of 2 racial minorities in the officer/executives category out of 48 such people—hardly a commendable improvement. And let us not be deceived by the minority training grant applications and awards. While there are 237 CPB-approved public TV stations, only 42—in addition to the 8 which shared their grants with their radio operations—TV stations actually submitted the 162 applications and received the 52 awarded grants—meaning that the majority of public broadcasting stations never bothered to submit applications for minority training grants.

Also, Mr. Chairman, we find that the PBS statistics on minority training, hiring and particularly programing are highly suspect. We seriously question the lack of specificity in statistical data on stations. We ask that this committee require PBS to produce their sampling instruments and the justifications for their resulting analyses.

Most recently, the President of the United States, when he had opportunity to add another minority or woman to the CPB Board, chose instead to nominate Mr. Joseph Coors, a right wing supporter of Television News Inc. and owner of Coors Brewing Co. In a spring, 1973 issue of the Columbia Journalism Review, Mr. Jack Wilson, former executive assistant to Mr. Coors and current president of Television News Inc., justified the hard-nosed philosophy of his backer by stating that the late Dr. Martin Luther King was an avowed Communist revolutionary whom the media had indulged. Parenthetically, it should be noted that Dr. Gloria Anderson of the CPB Board gets counted doubly, as a minority and a woman.

We see repeatedly that the issue is one of accountability and responsibility. The CPB, as conduit of funds that under proposed legislation could range from $452 to $634 million must be held responsible for development of an industrywide plan, implementation timetables and the internal and external monitoring of such a plan. In addition, this committee may itself have to reassess and accelerate its oversight functions. There are now 405 public television stations which could, with the passage of H.R. 4563, receive CPB support. Minority financial interests in these stations and/or our input at policymaking levels is nominal at best. We must, therefore, impress upon you the urgency of developing and supporting provisions in this bill that assure protection of the interests of minorities and countless other Americans who support our cause. Thank you.

Mr. Macdonald. Our next witness is the Acting Director of the Office of Telecommunications Policy. Welcome, Mr. Eger.

STATEMENT OF JOHN EGER, ACTING DIRECTOR, OFFICE OF TELECOMMUNICATIONS POLICY, EXECUTIVE OFFICE OF THE PRESIDENT, ACCOMPANIED BY HENRY GOLDBERG, GENERAL COUNSEL; RALPH GRIFFITH, ASSISTANT TO DIRECTOR; COL. CHARLES SHEPPARD, MILITARY AIDE; AND JOHN LOFTUS, AIDE

Mr. Eger. Thank you, Mr. Chairman, it is nice to be here with you. I do appreciate the opportunity to appear.

I would like to say at the outset, I appreciate the committee's indulgence permitting me to appear today rather than the first day. As you know, I was in Las Vegas with the President where he was addressing the National Association of Broadcasters.

Mr. Chairman, I have a brief statement and, if I may, I will get right into it.

I have with me OTP's General Counsel, Mr. Henry Goldberg, who as many of you know, is the drafter of this legislation, and I would like, if I may, on a personal note, say to the subcommittee that this is probably the last time that Mr. Goldberg will have the opportunity to sit in this chair in that he is leaving us for the greater, glorious ranks of the superlawyers in Washington, effective May 5.

I welcome this opportunity to appear before you, Mr. Chairman, to discuss H.R. 4563, the administration's long-term funding bill for the Corporation for Public Broadcasting.

As you know, Mr. Chairman, probably better than most of the witnesses testifying before you this week, long-term funding for public broadcasting has been a goal that has been sought by the Congress, several administrations, and the public broadcasting community for many years. When the Public Broadcasting Act was passed in 1967, Congress recognized that the relationship between the broadcast medium of expression and Federal funding was a most sensitive one. Accordingly, it created the Corporation for Public Broadcasting (CPB) to function as a shield of insulation between the Federal Government and the sensitive program decisionmaking process.

But the Congress also recognized that the mere creation of CPB was not enough, for the Corporation could be subject to undue influence by Federal control over its finances. The Carnegie Commission had recommended an insulated financing plan, but Congress delayed the adoption of such funding during the formative period of public broadcasting, preferring to wait until the organizational relationships, policies, and procedures of the system were well in order. The Congress, however, established as a fundamental goal the adoption of a long-range funding plan that would further insulate public broadcasting from the possibility of governmental influence or control that could derive from the annual budgetary and appropriations processes

It has taken longer than the Congress and OTP thought it would, but now many of the uncertainties have been clarified and many of the questions regarding the organization, structure, and policy in public broadcasting have been resolved. Public broadcasting is making important contributions to all elements of our society by providing educational and cultural program opportunities that might otherwise be unavailable. The time has come, therefore, to fulfill the original objective in creating the Corporation for Public Broadcasting to provide insulation between Government funding and programing decisions and choices. The bill before you represents the best efforts of many people within the executive branch and within the public broadcasting community to meet that objective.

Mr. Chairman, the bill is analyzed in detail in the material that we submitted to the Speaker of the House, and, if I may, at this point, offer it for the record.

Mr. MACDONALD. Without objection, it will be received.

Mr. EGER. Very briefly, the bill would: (1) Provide long-range financing for the Corporation for Public Broadcasting by means of a 5-year authorization and appropriation based on a matching formula; (2) it would assure that a significant portion of Federal funds is distributed by CPB to local, public broadcast stations and assure that the stations have a voice in how that distribution is made; and (3) it would expand the scope of the 1967 Public Broadcasting Act to include among CPB's other functions and purposes the development and use of nonbroadcast communications technologies for the distribution of educational radio and television programing.

Under the financing plan proposed by this legislation, funds would be simultaneously authorized and appropriated on the basis of a matching formula. The Federal Government would match 40 percent of the non-Federal contributions received by public broadcasting for each fiscal year. This amounts to $1 Federal for every $2.50 contributed to public broadcasting by non-Federal sources. This matching formula insures substantial Federal support for public broadcasting and at the same time, creates the incentive to generate non-Federal contributions.

In addition, the bill reflects the recognition that any matching appropriation cannot be open ended. Therefore, a maximum amount—or ceiling—is established for the Federal appropriation in a given year. The annual ceilings proposed in H.R. 4563 reflect the administration's attempt to strike a middle ground between the expressions of public broadcasters for additional funds and the very real need to take into account the other very critical demands upon the Federal budget. Naturally, those in public broadcasting believe that higher ceilings are necessary. However, this is our first venture into multiyear appropriations for public broadcasting and we believe that it is prudent to establish reasonable limits at the outset. This is particularly true in light of the present state of the budget and the need to exercise restraint in Federal spending.

As I mentioned earlier, the bill would require that a substantial portion of the annual appropriation to CPB be passed on to local stations to be used at their discretion. In this regard, the bill requires the corporation to consult with local stations regarding the distribution of the Federal funds. Such provisions are consistent with, and indeed promote the concept of local station autonomy that is a basic principle of the Public Broadcasting Act of 1967.

I recognize, Mr. Chairman, that the concept of multiyear appropriations may be difficult for some in Congress to accept. Indeed, it was no easy task to convince the fiscal and budgetary arms of the executive branch that the financing of public broadcasting presented a unique problem warranting an innovative and sure solution. The multiyear funding is simply a prerequisite to assuring that public broadcasting is able to operate free of the possibilities of Government control that are accompanied by annual participation in the normal appropriations and budgetary processes of the Congress and the executive branch. This is not to say, however, that the Federal Government is abdicating its responsibilities to see that public funds are used responsibly in the public interest. In this regard, the bill specifically provides for regular oversight review of public broadcasting by the Congress. In addition, the funding plan proposed by this legislation presents the opportunity for overall financial reevaluation at the expiration of the 5-year appropriation period.

In closing, Mr. Chairman, I would like to reiterate the views of President Ford which accompanied the submission of this legislation, namely, that this bill is a constructive approach to the sensitive relationship between Federal funding and freedom of expression which will assure the independence of public broadcasting programing for our Nation.

That concludes my statement, Mr. Chairman.

I would be happy at this time to respond to any of your questions.

[The attachments to Mr. Eger's statement follow:]

OFFICE OF TELECOMMUNICATIONS POLICY,
EXECUTIVE OFFICE OF THE PRESIDENT,
Washington, D.C., February 13, 1975.

Hon. CARL ALBERT,
Speaker of the House of Representatives,
Washington, D.C.

DEAR MR. SPEAKER: In enacting the Public Broadcasting Act of 1967, the Congress declared that the development of educational broadcasting was an important and appropriate concern of the Federal Government. The Act authorized the creation of the Corporation for Public Broadcasting as a private, non-profit corporation for the purpose of facilitating the development of a system of noncommercial educational broadcasting that would be characterized by programming of diversity and excellence and to insulate programming from any extraneous interference or control that might derive from Federal financing. In addition, the Act stressed the preeminent role of local stations not only in serving the educational needs of their communities, but also in the nationwide structure of a public broadcast system built upon the principle of localism.

In order to strengthen that structure and enhance the concept of localism, I am submitting herewith for the consideration of the Congress a proposed revision of Sections 396 and 397 of the Communications Act of 1934 pertaining to the Federal financing of the Corporation for Public Broadcasting and the entire educational broadcast system. The bill would create a five-year Federal financing plan for the Corporation, and would assure that a reasonable portion of Federal funds is distributed directly to local stations. Finally, the bill would expand the scope of the Public Broadcasting Act of 1967 to include the development and use of non-broadcast communications technologies for dissemination of educational radio and television programming. This draft bill is similar to the legislation which the Administration proposed to the 93rd Congress, except for provisions concerning the transition period between fiscal year 1976 and fiscal year 1977.

Enclosed are copies of the draft bill, a section-by-section analysis of the bill, a comparison with existing law, and a statement from the President urging prompt and careful consideration of this legislation by the Congress.

BACKGROUND

The establishment of a source of funding to provide long-term, insulated financing has long been seen as an essential goal if public broadcasting is to fulfill its potential of offering diverse and excellent educational radio and television programming, free of governmental influences. Even before the enactment of the Public Broadcasting Act of 1967, the Carnegie Commission on Educational Television, in recognition of the uniquely sensitive relationship between program content and Federal funding, recommended a plan of permanent financing that would insulate the Corporation and public broadcasting from possible pressures that might naturally result from the annual budgeting and appropriation process.

Since 1967, however, the Congress has quite properly chosen not to institute a long-range funding plan, in view of questions regarding the structure of the public broadcasting system and the policies of the Corporation and the Public Broadcasting Services (PSB). Now, many of these questions have been resolved. Public broadcasting is making important contributions to the nation's life by providing educational and cultural programs of diversity and excellence. The important role of local stations in the hierarchy of the system has been acknowledged in principles and policies adopted by the Corporation and the other national entities that represent local stations.

INSULATED FUNDING

The time has come, therefore, to affirm the Federal commitment to the principle of public broadcasting with a long-term financing plan that acknowledges its progress and recognizes its potential. The bill the Administration submits today provides for a five-year authorization and appropriation covering fiscal years 1976 through 1980, building upon the current year authorization and appropriation, which continue the increases in funding for the Corporation over the past five years. This multi-year appropriation provision will minimize the possibility of any government scrutiny of or influence on programming that might occur in the course of the usual annual budgetary, authorization and appropriation process. In addition, it will enable the Corporation and local stations to undertake advance program planning with assurance as to the level of Federal funding available in the foreseeable future.

The authorization and appropriation of funds for the Corporation would be based upon matching fund principles that have worked successfully in providing both private foundation and government funds to public broadcasting in the past. There would be a 40 percent Federal match of the entire public broadcasting system's non-Federal income, so that $1.00 in Federal funds would be appropriated for every $2.50 received by the Corporation, stations and other public broadcasting entities in the form of private contributions and State and local government support. The matching formula would establish a Federal commitment to provide substantial support to the public broadcasting system while providing an incentive for encouraging continued and increased non-Federal support. The matching principle also assures that Federal assistance does not become a dominant force in the system; a risk that no one in public broadcasting or government is prepared to take. As an additional safeguard in this regard, the bill imposes ceilings on the permissible appropriation for each fiscal year, beginning at $70 million in fiscal year 1976 and reaching $100 million in fiscal year 1980. In view of the system's growth and development in recent years, these ceilings are sufficiently high to permit continued growth and still offer the system a meaningful incentive to increase non-Federal financial supporting view of the record of non-Federal contributions in recent years. At the same time, the ceiling comport with sound fiscal policy in light of the fact that this would be the Congress' first venture into multi-year appropriations for public broadcasting.

Moreover, the Corporation would remain fully accountable to the public and to the Congress for its use of public funds, in that the bill requires that officials of the Corporation make themselves available for annual oversight hearings before appropriate congressional committees. Several existing provisions in the Public Broadcasting Act also assure continued public accountability. For example, the General Accounting Office is authorized to audit the books of the Corporation, as well as the records of any recipient of a grant from the confirmation by the Senate; and the ultimate safeguard, of course, is the congressional prerogative to amend the funding provisions of the Act at any time.

LOCAL STATION SUPPORT

The Public Broadcasting Act of 1967 emphasized the autonomy and independence of local non-commercial educational broadcast stations. This bill enhances that commitment to localism by assuring that a reasonable portion of each annual Federal appropriation to the Corporation would be earmarked for distribution to local educational broadcast stations. At an appropriation level of $70 million, the Corporation would be required to distribute no less than 40 percent of the total amount paid in any fiscal year from the Public Broadcasting Fund to the Corporation. The amount to be distributed to stations would increase to 50 percent at the $100 million appropriation level. It should be noted that the Corporation has already committed itself, in agreement with representatives of local television stations, to distribute greater amounts of its appropriations to local television stations, up to the $80 million level of appropriations.

The bill provides that all licensees and permittees of on-the-air non-commercial educational television stations would share equally in a basic grant, the amount of which would be determined by the Corporation in consultation with stations. A somewhat different distribution mechanism would be established for non-commercial educational radio stations. Many such stations are licensed to educational institutions for purposes of training students in broadcasting, and do not render a service to the general public. Accordingly, the bill provides that only those radio stations that are eligible under public interest criteria established by the Corporation would receive financial assistance, although each such eligible station would receive a basic grant.

Grants in excess of the basic amount would be distributed among television stations, and all grants would be distributed among radio stations, under eligibility criteria established by the Corporation in consultation with stations. At present, the Corporation determines local station eligibility to receive similar grants on the basis of factors such as hours of operation, staffing levels and operating budgets. We contemplate that such eligibility standards would continue to be used.

The additional grants would be apportioned among eligible recipients according to a formula designed to (a) stimulate non-Federal financial support and (b) provide for the financial needs of stations in relation to the communities and audiences they undertake to serve. The bill does not prescribe a precise formula, but rather sets forth the two objectives that the formula is to achieve. The precise details of the formula, as well as the respective weights assigned to the two objectives, would also be determined by the Corporation in consultation with stations in much the same way that the Corporation presently administers the formula used for distribution of operating funds grants, known as Communtiy Service Grants, to local radio and TV stations.

In accordance with the first objective, the formula would provide incentives for stations to increase their non-Federal income. Matching grants might be awarded for increases in non-Federal support, or grants might be distributed on the basis of each station's proportionate share of the non-Federal income of all stations. Stations might also be rewarded for increasing the proportion of viewers or listeners subscribing to the stations, in relation to total potential viewership or listenership.

The second factor in the formula is intended to assure that the distribution of public funds to stations bears a direct relationship to the public service rendered by stations. It is intended to encompass both actual and potential service. Thus, the fact that stations in larger markets are generally capable of providing service to more members of the public than a station in a smaller market should be reflected in the formula. Similarly, the extent to which a station's program service acually reaches the public over the course of a year should also be taken into account.

It should be apparent from this discussion that the bill assures that licensees and permittees of local stations would play a substantial role in the decision-making processes regarding the distribution of Federal funds to stations. The Corporation would be required to consult with licensees and permittees, including their authorized representatives, in apportioning the funds between radio and television, determining the amount of the basic grant to stations, establishing eligibility criteria for radio stations and for distribution of grants to television stations in excess of basic grants, and establishing the formula for apportioning funds among stations.

Licensees and permittees may use these funds for any educational radio or television programming purpose (including payment of dues or assessments to membership organizations who represent the interests of stations), the purchase, acquisition or maintenance of broadcast facilities and real property used with such facilities, and the procurement of regional or national program distribution services, that make programs available for broadcast at times chosen by the stations. Existing provisions of the Public Broadcasting Act of 1967 would require stations to keep records regarding the application of these funds, and would permit the Corporation and the General Accounting Office to audit and examine such records.

NEW TECHNOLOGY

In addition to providing for the long-term financing of the Corporation and the entire public broadcast system, the bill would up-date the Public Broadcasting Act of 1967 by including within its scope new technologies, such as cable and communications satellites, which may provide additional methods for disseminating educational radio and television programming to the public. The bill would permit stations to use the Federal funds distributed to them by the Corporation for the development of non-broadcast technologies and would also authorize the Corporation to conduct research, demonstrations or training in the use of such technologies for disseminating educational programming.

The Office of Management and Budget advises that the enactment of the proposed legislation would be in accord with the program of the President.

A similar letter is being sent to the President of the Senate.

Sincerely,

JOHN EGER, *Acting Director.*

Enclosures.

FEBRUARY 13, 1975.

STATEMENT BY THE PRESIDENT

The Administration today sent a bill to the Congress that will appropriate Federal funds for the Corporation for Public Broadcasting over a five-year period, starting with $70 million in fiscal 1976 and reaching $100 million by 1980. To assure that Federal support does not dominate public broadcasting and to encourage continued non-Federal contributions, the Federal funds would be provided on a matching basis—with one Federal dollar for every $2.50 in non-Federal revenues up to the annual ceiling.

Since enactment of the Public Broadcasting Act of 1967, the Federal Government has supported the growth and development of non-commercial educational radio and television through annual appropriations. During this time, public broadcasting has developed and matured into a far-reaching, effective medium for bringing high quality educational and cultural programming to millions of Americans.

A recurring question in public broadcasting has been how to reconcile Government funding with the possibility of Government control. On the one hand, if Federal funds are used to support public broadcasting, the Government must be able to evaluate how the funds are spent. To do otherwise would be irresponsible. On the other hand, strict accountability by public broadcasting to the Government can lead to Government direction of programming, which is contrary to the principles of free expression on which our Nation was founded. It is this issue alone which requires that the Congress consider a five-year appropriation for public broadcasting.

This bill is a constructive approach to the sensitive relationship between Federal funding and freedom of expression. It would eliminate the scrutiny of programming that could be associated with the normal budgetary and appropriations processes of the Government. At the same time, it would still permit periodic review of public broadcasting by the Congress. I believe that it will assure the independence of non-commercial radio and television programming for our Nation; and, long-term Federal funding will add stability to the financing of public broadcasting which may enhance the quality of its programming. I urge the Congress to enact it promptly.

A BILL To amend certain provisions of the Communications Act of 1934 to provide long-term financing for the Corporation for Public Broadcasting and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That this Act may be cited as the "Public Broadcasting Financing Act of 1975."

Section 1. Subsection 396(k) of the Communications Act of 1934 is amended by inserting, after paragraph (2), the following paragraphs:

"(3) There is hereby established in the Treasury a fund which shall be known as the 'Public Broadcasting Fund,' administered by the Secretary of the Treasury. There are authorized to be appropriated to said Fund for each of the fiscal years during the period beginning July 1, 1975, and ending *September* 30, 1980, an amount equal to forty (40) percent of the total amount of non-Federal financial support received by public broadcasting entities during the fiscal year second preceding each such fiscal year, *and for the period July 1, 1976 through September 30, 1976 an amount equal to ten (10) percent of the total amount of non-Federal financial support received by public broadcasting entities during the fiscal year ending June 30, 1975; Provided, however,* that the amount so appropriated shall not exceed $70,000,000 for the fiscal year ending June 30, 1976; *$20,000,000 for the period July 1, 1976 through September 30, 1976;* $80,000,000 for the fiscal year ending *September* 30, 1977; $90,000,000 for the fiscal year ending *September* 30, 1978; $95,000,000 for the fiscal year ending *September* 30, 1979; and $100,000,000 for the fiscal year ending *September* 30, 1980.

"(4) There are hereby appropriated to the Public Broadcasting Fund, out of any moneys in the Treasury not otherwise appropriated, for each of the fiscal years during the period beginning July 1, 1975, and ending September 30, 1980, *and for the period July 1, 1976 through September 30, 1976,* such amounts as are authorized to be appropriated by paragraph (3) of this subsection, which shall remain available until expended. Such funds shall be used solely for the expenses of the Corporation. The Corporation shall determine the amount of non-Federal financial support received by public broadcasting entities during *each of the fiscal years indicated in paragraph (3) of this subsection for the purpose of determining the amount of each authorization,* and shall certify such amount to the Secretary of the Treasury. Upon receipt of such certification, the Secretary of the Treasury shall disburse from the Public Broadcasting Fund the amount appropriated to the Fund for *each of the fiscal years and for the period July 1, 1976 through September 30, 1976* pursuant to the provisions of this subsection.

"(5) The Corporation shall reserve for distribution among the licensees and permittees of noncommercial educational broadcast stations that are on-the-air an amount equal to not less than forty (40) percent of the funds disbursed to the Corporation from the Public Broadcasting Fund *during the period July 1, 1975 through September 30, 1976* and in each fiscal year in which the amount disbursed is $70,000,000 or more but less than $90,000,000; not less than forty-five (45) percent in each fiscal year in which the amount disbursed is $90,000,000 or more but less than $100,000,000; and not less than fifty (50) percent in each fiscal year in which the amount disbursed is $100,000,000.

"(6) The Corporation shall, after consultation with licensees and permittees of noncommercial educational broadcast stations that are on-the-air, establish, and review annually, criteria and conditions regarding the distribution of funds reserved pursuant to paragraph (5) of this subsection, as set forth below:

(A) The total amount of funds shall be divided into two portions, one to be distributed among radio stations, and one to be distributed among television stations. The Corporation shall make a basic grant from the portion reserved for television stations to each licensee and permittee of a noncommercial educational television station that is on-the-air. The balance of the portion reserved for television stations and the total portion reserved for radio stations shall be distributed to licensees and permittees of such stations in accordance with eligibility criteria that promote the public interest in noncommercial educational broadcasting, and on the basis of a formula designed to:

(i) provide for the financial need and requirements of stations in relation to the communities and audiences such stations undertake to serve;

(ii) maintain existing, and stimulate new, sources of non-Federal financial support for stations by providing incentives for increases in such support; and

(iii) assure that each eligible licensee and permittee of a noncommercial educational radio station receives a basic grant.

(B) No distribution of funds pursuant to this subsection shall exceed, in any fiscal year, one-half of a licensee's or permittee's total non-Federal financial support during the fiscal year second preceding the fiscal year in which such distribution is made.

"(7) Funds distributed pursuant to this subsection may be used at the discretion of stations for purposes related to the provision of educational television and radio programming, including but not limited to: producing, acquiring, broadcasting or otherwise disseminating educational television or radio programs; procuring national or regional program distribution services that make educational television or radio programs available for broadcast or other dissemination at times chosen by stations: acquiring, replacing, and maintaining facilities, and real property used with facilities, for the production, broadcast or other dissemination of educational television and radio programs; developing and using non-broadcast communications technologies for educational television or radio programming purposes.

Section 2. Subsection 396(g)(2)(H) of the Communications Act of 1934 is amended by deleting the period after the "Broadcasting" and inserting the following:

"and the use of non-broadcast communications technologies for the dissemination of educational television or radio programs."

Section 3. Subsection 396(i) of the Communications Act of 1934 is amended by inserting after the word "appropriate" the following sentence:

"The officers and directors of the Corporation shall be available to testify annually before appropriate Committees of the Congress with respect to such report and with respect to the report of any audit made by the Comptroller General pursuant to subsection 396(1)."

Section 4. Section 397 of the Communications Act of 1934 is amended by inserting, after paragraph (9), the following paragraphs:

"(10) The term 'non-Federal financial support' means the total value of cash and the fair market value of property and services (except for personal services of volunteers) received—

(A) as gifts, grants, bequests, donations, or other contributions for the construction or operation of noncommercial educational broadcast stations, or for the production, acquisition, distribution, or dissemination of educational television or radio programs, and related activities, from any source other than (i) the United States or any agency or establishment thereof, or (ii) any public broadcasting entity; or

(B) as gifts, grants, donations, contributions or payments from any State, any agency or political subdivision of a State, or any educational institution, for the construction or operation of noncommercial educational broadcast stations or for the production, acquisition, distribution, or dissemination of educational television or radio programs, or payments in exchange for services or materials respecting the provision of educational or instructional television or radio programs.

"(11) The term 'public broadcasting entity' means the Corporation, any licensee or permittee of a noncommercial educational broadcast station, or any nonprofit institution engaged primarily in the production, acquisition, distribution or dissemination of educational television and radio programs."

"PUBLIC BROADCASTING FINANCING ACT OF 1975"

SUMMARY AND SECTIONAL ANALYSIS

This bill has three principal purposes relating to the Corporation for Public Broadcasting and the system of non-commercial educational radio and television stations:

(1) To provide long-term Federal financing for the Corporation for Public Broadcasting by means of a five-year authorization and appropriation;

(2) To assure that a reasonable portion of Federal funds is distributed directly to local non-commercial educational broadcast stations; and

(3) To expand the scope of the Public Broadcasting Act of 1967 to include the development and use of non-broadcast communications technologies for the distribution and dissemination of educational radio and television programming.

SECTION-BY-SECTION ANALYSIS

Section 1. Subsection 396(k) is amended to establish a five-year Federal financing plan for the Corporation for Public Broadcasting and to assure that a reasonable portion of the funds appropriated to the Corporation is distributed directly to local stations.

Paragraph (3) of Subsection 396(k) would establish a "Public Broadcasting Fund" in the Treasury, to which there would be authorized for appropriation, for fiscal years 1976–1980, amounts equal to 40 percent of the total non-Federal financial support received by public broadcasting entities during each second-preceding fiscal year. A one-year time lag is necessary to accumulate the information for determining the amount on which the 40 percent match would be based. The three-month period between July 1, 1976 and September 30, 1976, which is the transition period between the July 1 Federal fiscal year and the new October 1 fiscal year, is treated as a separate authorization period pursuant to section 502(a) of P.L. 93–344. The basis for the 40 percent match for this three-month period is one-fourth of the non-Federal contributions to public broadcasting during fiscal year 1975. The appropriation for each fiscal year could not exceed the following ceilings: $70 million in fiscal year 1976; $80 million in fiscal year 1977; $90 million in fiscal year 1978; $95 million in fiscal year 1979; and $100 million in fiscal year 1980. Finally, the appropriation for the three-month transition period could not exceed $20 million.

Paragraph (4) would appropriate to the Public Broadcasting Fund the amounts authorized by paragraph (3). Amounts appropriated to the Fund would remain available until expended and would be used solely for the expenses of the Corporation. This paragraph also sets forth the procedure whereby the amounts appropriated each year would be disbursed from the Public Broadcasting Fund to the Corporation. The Corporation would be required to determine the amount of non-Federal financial support received by public broadcasting entities during each second preceding year, and to certify that amount to the Treasurer of the United States. The Treasurer, upon receipt of such certification, would pay from the Fund to the Corporation the amount of the appropriation, *i.e.*, 40 percent of the certified non-Federal income or the statutory ceiling, whichever is less.

Paragraph (5) would require the Corporation to set aside a specified percentage of the appropriated funds for distribution to on-the-air non-commercial educational broadcast stations. The statutory percentage for distribution to stations would be 40 percent for the fifteen month period from July 1, 1975 to September 30, 1976 and in any fiscal year in which the appropriation was $70 million or more but less than $90 million; 45 percent at an appropriation level of $90 million or more but less than $100 million; and 50 percent at an appropriation level of $100 million. The statutory percentage is expressed as a minimum, so that the Corporation could reserve a greater amount than that specified in the bill.

Paragraph (6) sets forth the method for distributing the funds reserved pursuant to paragraph (5). The Corporation would be required to establish, and review annually, after consultation with the licensees and permittees of on-the-air educational stations, criteria and conditions for the distribution of these funds. In each fiscal year, the Corporation would be required to divide the funds into two portions, one to be distributed to television stations and one to be distributed to radio stations. Each licensee or permittee of an on-the-air educational television station would receive a basic grant from the portion reserved for television. The amount of this basic grant would be the same for each station, and would be determined annually by the Corporation in consultation with stations. The balance of the amount reserved for television stations would be distributed among licensees and permittees of such stations as are eligible to receive additional grants under criteria established by the Corporation in consultation with stations. These additional grants would be apportioned among eligible stations on the basis of a formula designed to (a) provide for the financial needs of stations in relation to the communities and audiences they undertake to serve and (b) stimulate non-Federal financial support for station activities. The bill does not prescribe a precise formula for the distribution of additional grants, but rather states these two objectives that the formula is to achieve. The details of the formula, as well as the weight assigned to each factor, would be determined by the Corporation in consultation with stations.

A somewhat different distribution mechanism is established for non-commercial educational radio stations. Many such stations are licensed to educational institutions for purposes of training students in broadcasting and do not render a direct service to the general public. Accordingly, only those stations that are eligible according to public interest criteria established by the Corporation would receive grants from the portion of funds reserved for distribution to radio stations. The bill does provide, however, that each such eligible radio station would receive a basic grant. As with television stations, funds in addition to the basic grant would be distributed to eligible radio stations according to a formula that would stimulate non-Federal income and reflect the needs of stations in relation to the audiences they serve.

The bill assures that licensees and permittees of stations would play a significant role in the decision-making processes relating to distribution of funds to stations. The Corporation would be required to consult with licensees and permittees (including their authorized representatives) in (a) apportioning the funds between radio and television, (b) determining the amount of the basic grant to stations, (c) establishing eligibility criteria for radio stations and for additional grants to television stations, and (d) establishing the formula for apportioning additional grants among stations, including the right to be assigned to the statutory objectives of stimulating non-Federal income and reflecting the needs of stations in relation to the audiences they serve.

In order to assure that Federal funds do not become a dominant factor in the financing of stations, this paragraph also provides that the funds distributed according to this subsection may not exceed, in any fiscal year, one-half of a licensee's or permittee's total non-Federal financial support during the fiscal year second preceding the fiscal year in which the distribution is made. This limitation would not apply to grants made by the Corporation under developmental programs designed to meet special needs of particular stations.

Paragraph (7) provides that the funds distributed to stations may be used at their discretion for purposes related to the provision of non-commercial educational television and radio programming. Several examples of such purposes are set forth, including: producing, broadcasting or otherwise disseminating educational television or radio programs; procuring national or regional program distribution services that make educational television or radio programs available for broadcast or other dissemination at times chosen by stations; acquiring, replacing, and maintaining facilities, and real property used with facilities, for the production, broadcast or other dissemination of educational television and radio programs; developing and using nonbroadcast communications technologies (such as cable television and communications satellites) for educational television or radio programming purposes.

This list of purposes for which funds may be used by stations is not meant to be exhaustive. For example, although not specifically mentioned, it is intended that these funds could be used for the payment of dues or assessments to organizations which represent the interests of stations. One purpose for listing several typical uses of the funds is to make it clear that stations may undertake the development and use of non-broadcast methods of transmitting programs to the public. In this regard, the term "dissemination" is intended to mean delivery of programs to viewers and listeners by means of non-broadcast technologies.

Section 2. Subsection 396(g)(2)(H) is amended to permit the Corporation to conduct research, demonstrations, or training in the use of non-broadcast communications technologies, as discussed above, for the dissemination of educational television or rtdio programs.

Section 3. A provision is added to subsection 396(i) of the Act, which pertains to the annual report of the Corporation. The new provision states that the officers and directors of the Corporation shall be available to testify annually before appropriate committees of the Congress with respect to the annual report of the Corporation and with respect to the report of any audit made by the Comptroller General pursuant to subsection 396(*l*) of the Act. Even with long-term Federal financing, the Corporation remains fully accountable to the public and to the Congress for its use of public funds. In view of the multi-year appropriation provision of the bill, this addition will provide the opportunity for annual Congresional review of the Corporation and its activities.

Section 4. The provision in the bill for appropriations amounting to 40 percent of the non-Federal income of public broadcasting entities and the limitation on the amount of funds that may be distributed to a station, expressed as a percentage of non-Federal income, necessitate the inclusion of two new definitions in the Act.

The term "public broadcasting entity" is defined to mean the Corporation for Public Broadcasting, any licensee or permittee of a non-commercial educational broadcast station, and any nonprofit institution engaged primarily in the production, acquisition, distribution or dissemination of educational television or radio programs. Examples of the latter category include program production organizations, such as the Children's Television Workshop, and organizations providing program distribution services to stations such as the Public Broadcasting service and National Public Radio.

The term "non-Federal financial support" is defined to mean the total value of cash and fair market value of property and services (except for personal services of volunteers) received as gifts, grants, bequests, donations, or other contributions for the construction or operation of non-commercial educational broadcast stations, or for the production acqusition, distribution or dissemination of educational television or radio programs and related activities. The definition includes such funds received from any source other than (1) the Federal Government or (2) any public broadcasting entity. The latter exception is intended to eliminate the double counting of funds circulated within the public broadcasting system. Thus, for example, income from a non-Federal source received in the first instance by a national public broadcasting organization and then distributed to stations or other public broadcasting entities would be counted only once.

In addition, the term is defined to include income received for public broadcasting purposes from State and local governments and educational institutions, as well as contract payments from such entities in exchange for services contract payments from such entities in exchange for services or materials relating to the provision of educational or instructional television or radio programs. Excluded from the definition are contract payments for such services from sources other than State and local governments and educational institutions, as well as contract payments in exchange for commercial services which might be provided by public broadcasting entities.

Mr. MACDONALD. I am glad to be here, and I say it not facetiously, rather than at our overview hearings, and it is a very pleasant change for me to be working in tandem with OTP and not being at loggerheads with OTP about matters such as this, and I think it represents a step forward in every sense of the word and I think the degree of cooperation will be reflected in a better working relationship between the Hill and your office.

Mr. EGER. I sincerely appreciate that, Mr. Chairman, and I hope we continue to warrant your praise and that thinking.

Mr. MACDONALD. I hope, which I also say not facetiously, that you relay that message to your predecessor, Mr. Whitehead, who would have perfectly amicable, private conversations with me and then we would be at loggerheads, for we seemed to adopt a different position in public, but that is all part of the past.

We have had a good deal of testimony since we last saw you, Mr. Eger, and one of the things that struck me, and you spoke to it sort of peripherally, is that this is a unique situation. I think this will have to be brought to everybody's mind; I know I can bring it to Congress' attention and to the attention of the committee; it is that our committee traditionally has not gone beyond the 3-year funding, that this in many ways is not a funding, but it is merely an incentive program whereby, as you point out the correct figures, comes out to about $1 in Federal funds to every $2.50 that is not promised to be raised, but is raised by the public segment, that of public support of our public broadcasting.

So, it is not really a 5-year funding. Or if you think it is, I hope you will tell me so, but it is a 5-year incentive program, really, because there are funds but they are only a little over a third of the actual amount which is envisaged and if they do not meet their quota, then they don't get the money.

Am I correct so far, in your understanding of the bill?

Mr. EGER. That is essentially correct, Mr. Chairman.

Mr. MACDONALD. And therefore call it 5-year funding, but I have fought, as you know, for multiyear funding for a long time and I must say, as I said to the people even more directly involved, the public broadcasting people, I envisaged way back when we put this bill together, they would be able to come up with a long-range funding program of their own where the Government merely gave them seed money and the Government and foundations, Ford and Carnegie, et cetera, and then they would be on their own, but they tried everything and there does not seem to be an easier way.

The user tax on TV is not going to get through Congress. There has not been a really good plan put forth. As you say, it is 5 years but not 5-year funding in one sense of the word, which leads me to my main question, that in the event that the committee and then the Congress adopt the administration's plan with minor modifications, perhaps, the subcommittee, in its work, I think might come up with a little better bill. I have been impressed by the broadcasting people, the public broadcasting people, both television and radio, that the first year the ceiling of the incentive, which the administration bill and the bill introduced by Mr. Staggers and by Mr. Devine on behalf of the administration, by request, will have absolutely no effect because there is no incentive on the $70 million, inasmuch as they indicated to me and indicated to the committee that they already had that much. Therefore, it is no incentive at all.

Mr. EGER. Mr. Chairman, I would be most pleased to address that question.

Mr. MACDONALD. Would you, please?

Mr. EGER. Yes, sir.

Mr. MACDONALD. And, in your response to that, I wish you could also include or pause and then go into the fact that if we did raise that amount, would you then recommend to the President, Mr. Ford, that the bill, even if raised, and it is not all that much money, in general conflict, either with the budget or our general funding pattern, and yet it is, as the President and you point out, a very important factor to all for the independence of public broadcasting—if we raised the levels, would you advise the President to accept the bill? It is a long-winded question, I know, but I hope you have divided it down in your own mind.

Mr. EGER. The thrust of your question is clear, Mr. Chairman.

Let me say at the outset, I don't wish to quibble with the characterization of the bill as to its having an incentive. Clearly, one facet of this bill in particular, the matching formula, is designed to provide an incentive for public broadcasting. But the bill is really much more than simply an incentive bill. The bill carves in somewhat worn stone some of the principles which were enunciated in 1967 which provide for local autonomy and a certain structural stability. In addition, the matching formula not only provides an incentive, but also provides a Federal commitment for a long term to public broadcasting. Additionally, the matching formula insures that the Federal dollar does not dominate the funding of public broadcasting. And at the heart of the bill is insulation, which the 5-year authorization and appropriation provides.

Mr. MACDONALD. I don't think we need to go into that. We can, if you really want to, but I think the Congress enforced its view as to the insulation necessary for public broadcasting from the administration, not from the Congress. The Congress has never tried to get into the act, so to speak, where it seems to many of us that the administration, not this administration, but an earlier administration clearly did try and the Congress more or less stopped that. I hope we can prevent any administration from trying to disrupt and impose its views. Certainly, there are coequal sources to be listened to, but their views are just not going to run rampant over public broadcasting as many of us thought they were trying to do, several years ago.

Mr. EGER. Well, the administration doesn't take that position, Mr. Chairman, because I think we feel that both the annual budgetary and annual appropriation processes do lend themselves to the Government's looking over public broadcasting's shoulders and I don't think that you can avoid this as long as you have annual funding.

Mr. MACDONALD. I hate to interrupt because you are on our side and I want to keep you there, but there is going to be annual oversight. We are not going to give them 5 years and say, "See you in 5 years, you do what you want to and have any hiring practices you want, it is your dough and you go ahead with it."

That is not at all anticipated. Funds can also be cut off, as this administration is very well aware by Congress. So, therefore, just giving them an incentive for 5 years is a vote of confidence, more than anything and it is a recognition that this will help in all ways to aid the stature of public broadcasting, who will not have to continually troop up here with hat in hand and saying, "Can we please have our money in advance so we can plan ahead and, more importantly, be free of interference."

But I think the insulation thing is clear and the oversight, I can guarantee, is going to go on, because I am not terribly pleased with some of the things they have been doing and they promised to do better. We are going to see if they have done it and, if they have not, why not. So it is not 5 years, and I don't want to repeat, but it is just not a 5-year grant.

Mr. Eger. You are quite right, it is not an outright 5-year grant, and I concur with most of your remarks and I am still on your side, except I have to emphasize we believe the heart of the bill is the 5-year appropriations and authorizations.

Mr. Macdonald. That and the spirit and the will of the Congress to see to it that the insulation is lived up to. You can't have one without the other.

Can you direct yourself now to the first year, as to which it was no incentive at all, and it has been proven by figures, at least to my satisfaction.

Mr. Eger. I recognize that the first year, on the basis of the figures presented, does not provide an incentive. Our judgment, however, is that it is prudent, when addressing for the first time a 5-year bill such as that proposed here, to consider a number of other factors in that the matching formula is only one aspect of a multifaceted bill.

In addition, the matching formula itself accounts for more than just the incentive; it accounts for a Federal commitment over a 5-year period.

Also, I think we have to be mindful of the Federal deficit and we can quibble over dollars. But the dollars, millions here, can add up to billions very readily. I think, particularly at this time, we have to recognize that some balance, some compromise, must be achieved. It is our opinion, Mr. Chairman, that the limit proposed, $70 million in the first year going to $100 million, strikes a reasonable compromise and is a good first step.

I might say one other thing about the incentive. I am, frankly, a little disappointed by those who suggest that they are not going to be as enthusiastic about raising that $2.50 because the $1 might not also be there in the first year. That is a little shortsighted over a 5-year bill which accomplishes as much as this bill does.

Mr. Macdonald. They didn't ever say that.

Mr. Eger. I think that is the implication, because there is no incentive in the first year, and that, ergo, the bill somehow is defective.

Mr. Macdonald. They didn't say that either.

Mr. Eger. My interpretation may be wrong. If it is, I would gladly yield to the more favorable interpretation.

Mr. Macdonald. I don't hear one word in testimony that would leave me reason to believe that. I did hear factually there is no incentive with $70 million, but they didn't say, "Well, because of it, we don't want the bill," because they want the bill.

Mr. Eger. Let me just address the point that there is no incentive. I think in and of itself, it is a suggestion that there is no incentive to go out and raise the $2.50. I don't think they mean that.

Mr. Macdonald. They already have it, they said.

Mr. Eger. But I am talking not just about this year, Mr. Chairman, but over the 5-year period.

Mr. Macdonald. I know, yes.

Mr. Eger. So, I don't think of that as a crucial point in view of all of the other considerations.

Mr. Macdonald. Let me say this. If we raise it too much, if the amounts were raised, would you recommend to the President that he not veto it?

Mr. **Eger.** You said yourself there might be other modifications and I think it is premature for me to address myself to the question of what I would do in advance of considering what changes are made, whether a bill does indeed pass both Houses, and certainly premature in advance of having had an opportunity to consult with the President.

Mr. **Macdonald.** I cannot quarrel with the answer, because it is not an answer. It is a pretty good answer, though.

Well, on another matter that has been raised that I was not aware of, radio or public radio has also been sort of a stepchild, and one of their complaints, and I think rightly taken, falls directly within the original tasks assigned to "OTP" and that is spectrum allocation and to work with the FCC on that problem. Mr. Coffey indicated to us that 10-watt stations, colorfully described by him, I believe, they carried 2 miles only if they had a favorable wind at their backs, are a problem for public radio.

Are you satisfied that enough is being done about this and that this bill has enough money so that public radio can take on duties that were envisaged back in 1967 for public radio?

Mr. **Eger.** Mr. Chairman, as you know, the bill does not address the frequency problem which is under consideration at the FCC, I understand. Mr. Coffey's organization, I believe, has filed a petition with the Commission in that regard. But our bill does address an important aspect of the financing of stations and draws attention to the criteria by which educational or public radio stations are financed. Because of the provisions requiring CPB to consult with the local radio stations, all of the licenses, as a matter of fact, on the criteria, on the level of community service grants, and the criteria for those grants, there is some assurance there to public radio stations based upon their service to the community. What that means, in essence, is that stations with only 10 watts who are licensed to a college, basically for training purposes, would probably not be the recipient of any of those funds.

Mr. **Macdonald.** Well, other than that, are you satisfied that the bill adequately takes care of the radio people?

Mr. **Eger.** Yes; I am satisfied, Mr. Chairman.

Mr. **Macdonald.** Mr. Byron, any questions?

Mr. **Byron.** No questions.

Mr. **Macdonald.** Thank you very much. Do you have something to add, Mr. Goldberg, to add to your "Swan Song"?

Mr. **Goldberg.** This is really not by way of "Swan Song," but to point out, on the question of incentive, that the bill does provide that in arriving at criteria for coming up with a formula for community service grants, one factor that CPB and the stations should consider is giving the stations an incentive to raise non-Federal dollars so that the station that is doing a good job in raising non-Federal funds will get more money by way of the community service grants. To the extent that in the first year or even the second year, the combination of the ceilings and the matching formula does not provide an adequate incentive, CPB can make up for this in its grant formula, so I think the bill provides adequately for that.

Mr. **Macdonald.** With the growth, obviously there comes problems foisted on the CPB thinking that we had before. As a concrete example, I understand part of the money, they never had enough before to really go into things, is going to be used to take surveys on certain programs on how they are received and their duties are multiplying along with their duties along with more money and I found out during the hearings that two States do not have any public radio sponsoring at all and very thin coverage by public broadcasting in general, so it is hard to get money to them, I mean past the HEW facilities for them, and it is hard to get money to them for good performance on them when they are not on the air. So there are a lot of problems that money and long-range financing might go toward.

Mr. Eger. I do agree.

Mr. Macdonald. I am glad you do agree and I hope between now and the time it comes down you give it a little more thought. I quite agree it is a little early to take a firm commitment about it, but you know, not just close your mind that that is as much money that is going to be given, period. Just keep an open mind until such time as we have a bill and hopefully that will be accepted by the House.

The Senate committee already passed it.

Mr. Eger. Yes; I don't think they have gone through the Appropriations Committee as yet although there is authorization.

Mr. Macdonald. Senator Pastore handles that in the Appropriations so I would think it has pretty well passed the Appropriations part too. But it has not been finalized, you are quite correct. I know you won't have a closed mind.

Mr. Eger. Thank you, Mr. Chairman.

Mr. Macdonald. Our next witness is a party who has been before us a number of times before, Mr. Benjamin Hooks, Commissioner of the Federal Communications Commission.

STATEMENT OF BENJAMIN L. HOOKS, COMMISSIONER, FEDERAL COMMUNICATIONS COMMISSION; ACCOMPANIED BY CHESTER HIGGINS, SPECIAL ASSISTANT

Mr. Hooks. Thank you very much, Mr. Chairman.

I submitted a lengthy written statement and I have condensed it for oral presentation and I have only one copy which is just six pages.

Mr. Macdonald. Without objection, your full statement will be inserted in the record.

Mr. Hooks. This is my Special Assistant, Mr. Chester Higgins, Mr. Chairman, who is with me.

Mr. Chairman, members of this committee, I thank you for the opportunity of adding my views to your deliberations on this matter of funding for America's public broadcasting system. I want to stress that the views I express on the subject are not the official sentiments of the Federal Communications Commission. The following remarks are a summary of the formal statement of my personal views already submitted to this committee for the record.

First of all, I did not come here today to bury public broadcasting. But, I did not come to unduly praise it either. I have come to support the concept of long-term, stable funding so vital if public broadcasting is to achieve its potential. But—my support is conditional; it is conditioned upon the recognition by those connected with public broadcasting that however excellent its programing has been in certain areas—and, I freely concede that much of it has been marvelous—public broadcasting has left wide areas of the population seriously underserved. And the crime and pity is that those who are underserved may be the very people who could most benefit from concentrated attention. The biggest complaints I get are in the areas of employment and programing.

In this committee's "overview" hearings on March 19, 1975, Chairman Macdonald recognized the dissatisfaction of minorities with respect to employment in public broadcasting and correctly noted that "the record isn't too outstanding anywhere—not just talking about blacks. That includes Chicanos, Indians, and women."

I understand that public broadcasting has indeed caught up to commercial television in recent years. But, the levels reflected by commercial broadcasters should not be considered any sparkling standard and both commercial and noncommercial segments must do better, particularly in the area of top management positions, before there is any satisfaction from minority groups.

In the area of programing, I recently issued a dissent involving WNET-TV, New York City. In that statement I accused public broadcasting of "arrogance" and "concentrating its efforts unduly on one minority group, the cultural minority, and too often neglecting the enlightenment of less fortunate minorities which it has a fundamental duty to serve." However, I went on to say that "I have enjoyed many of WNET's presentations" and "so, too, do almost all the minority citizens to whom I talked, black, yellow, brown and white."

Figures recently released by the corporation for public broadcasting in its "newsletter" of February 24, 1975, irrefutably support by thesis, stating that:

> Education, occupation, and income are highly correlated with one another; and several studies of public television viewing have shown all three to be predictors of PTV viewing.

The report concluded that "prime time PTV viewing among blacks is much lower than viewing among the population as a whole" and that there exists a "bias toward older and better education viewers of PTV."

When I point these things out to my friends in public broadcasting, I get a great deal of finger-pointing; CPB says its programs are developed by PBS and NPR. They, in turn charge the station program cooperative and the local stations. The local stations swear it is the fault of CPB which cites the pressure from underwriting foundations and corporations. We must find out where the buck stops. Congress appropriates millions of dollars for public broadcasting and we feel there is no direct accountability. That is my principle hang-up with long-term funding.

In my recommendations, I do not favor—and would be violently opposed to—the Government dictating the program content of any program or programs, including minority programs. I want no censorship whatsoever. What I do want is to see that—in the overall planning and performance of public broadcasting—provisions are made to proportionally include minorities fairly in the schedule. The style, content, format, substance, et cetera, are wholly the prerogative of the individual participants and the public system. I would hope that, after a time, no deep Government oversight would be necessary and that public broadcasting takes effective corrective steps on its own.

But, time and time again, when voluntarism has failed, and those who falsely raised the issue of States rights have denied us our due, blacks and other minorities have had to turn to the Federal Government for help, and so today we must turn to you again.

My recommendations for accountability, outlined in my formal statement and views are not at all unshared. For example, after years of exhaustive and scientific study, the Committee for Economic Development—comprised of some of the best thinkers in the country from all fields of endeaver—recently issued a report entitled "Broadcasting and Cable Television: Policies for Diversity and Change: A Statement on National Policy." In the words of the Research and Policy Committee of the prestigious CED which supports, as I do, long range and increased funding, these are the observations about PTV:

> We must stress, however, that some measure of accountability is needed if public broadcasting is to gain the large-scale Federal support it is seeking.
>
> We propose that PBS prepare an annual report on the special interests of audiences that might be served by public television.
>
> We recommend that the Corporation for Public Broadcasting establish a performance-evaluation system in order to determine how successful programs have been in achieving their stated goals with the audiences they seek to reach.

These statements and recommendations do not differ substantially from what I have been saying. The audience need not be large; but it should be representative of the minorities substantially overlooked by the mass media.

In conclusion, I can only say I regret the need to have to come before you with a spotty report card for our educational broadcasters.

On the one hand, I must express appreciation for the wonderful things PTV has been able to accomplish in such a short time and with limited resources. In the minority area, there have been great and informative shows and improvement in employment and public broadcasting must be lauded for these.

On the other hand, Mr. Hartford Gunn, Jr., in his August 9, 1974, letter to Senator Pastore:

> Conceded that minorities and women are not adequately represented on public television staffs and stated that "the problem of bringing minority persons and women into positions on PBS's Board of Governors and Board of Managers is more difficult since the Boards are elected from individual station Boards and staffs.

Mr. Gunn suggested that for PBS to tinker with this situation "would be to interfere with the essential representative structure of PBS."

Mr. Chairman, I submit, however, that it is for these very reasons that the Congress passed certain voting rights bills which are before you again today because there were certain States which did not treat minorities fairly and I submit that it is obvious that the structure is not "representative" and unless some tinkering is done and internal policies are corrected, Congress must take action.

Let me just say in closing, a recent New York Times editorial—in criticizing my WNET statement said that it is "demeaning" for minority groups to ask for more from public broadcasting. It should have struck a responsive chord to someone in the New York Times that the catchword "demeaning" is the selfsame term used when bigotry was being fought during the civil rights battles of the sixties.

It was "demeaning" to march in the streets of Selma; it was "demeaning" to beg for voting rights and lunch counter access; it was "demeaning" to boycott Jim Crow establishments.

In any event, I do not find it "demeaning" to speak out against perceived inequities and hope and pray that this committee and the Congress will most carefully consider the complaints heard in these hearings and adopt the constructive suggestions proposed. I fervently trust that public broadcasting will accept a little help and advice from its minority friends of which I count myself one, and I know their respective concerns will be rewarded.

That concludes my oral statement, Mr. Chairman, and I thank you and the committee for this thoughtful opportunity.

I will be most pleased if there is anything else I can do to help you in your deliberations.

[Mr. Hook's prepared statement follows:]

Statement of Commissioner Benjamin L. Hooks, Federal Communications Commission

Mr. Chairman—other good members of this Committee; I deeply thank you for the opportunity of adding my views to your deliberations on this very vital matter of funding for America's public broadcasting system. And, before I go any further, I want to stress that the views I express on the subject are not the official sentiments of the Federal Communications Commission. As the Committee is well aware, the FCC is sort of on the periphery when it comes to the Corporation for Public Broadcasting and its tributaries—something I'll talk about in just a few minutes—and the FCC has already submitted its formal position in support of long-range funding for the system.

On the other hand, while I do not speak for the FCC, the thoughts I want to share with the Committee are not necessarily mine alone. They represent—accurately, I hope—those views of hundreds of folks I've talked to from all over the country about public broadcasting and maybe, thousands or millions with whom I've not had personal contact. I relate these views to you in the sincere hope that the members of this Committee, other members of Congress as well as my good friends in the public broadcasting business will take heed of them in their consideration of this legislation.

First of all, I did not come here today to bury public broadcasting. But, I did not come to unduly praise it either. I have come to support the concept of long-term, stable funding so vital if public broadcasting is to achieve its potential and fulfill the expectations of the visionaries who conceived the idea. In this respect, and as I understand their positions, I am in accord with President Ford as represented by the Administration's "Public Broadcasting Fnancing Act of 1975," Senators Magnuson and Pastore as well as other Senate sponsors of the legislation, Congressmen Macdonald, Staggers, Devine, and others on the House side, and many other members of Congress. I am also on board with respect to the so-called "Facilities" bill. In fact, the concept—and I stress, the *concept*—of long range funding is not opposed in principle by even the most ardent detractors of public television. But—and this is an emphatic, unqualified, unequivocal and decisive BUT—my support is conditonal; it is conditioned upon the recognition by those connected with public broadcasting that however excellent its programming has been in certain areas—and, I freely concede that much of it has been marvelous—public broadcasting has left wide areas of the population seriously underserved. I did not say *unserved*. I want to emphasize that I said *under*served and the crime and pity is that those who are *underserved* maybe the very people who could most benefit from concentrated attention. Those whose command of the language, so essential in a communications-oriented world, is a good deal below Shakespearean. Those whose self-perception and external imagine is greatly influenced by the mass media.

As Chairman Macdonald is aware from my involvement in meetings over a period of some two years, the complaints about public broadcasting's service have been hot and heavy. This Committee's colleagues, members of the Black Congressional Caucus—Mr. Louis Stokes and Mr. William Clay to name just two—have been deeply interested and somewhat critical of public broadcasting.

Just recently, Congresswoman Yvonne Burke—in a speech in Los Angeles—reiterated this prevailing view. She said and I quote:

> "Now the idea behind public television was to provide an alternative to commercial TV—it was to give a bill of fare that commercial television couldn't provide because of the economic pressures to reach a mass audience. Strangely enough the public broadcasting system has lagged behind commercial TV in providing programming that appeals to varied minority groups."

In other words, the agitation against public broadcasting from the Black Congressional Caucus, from minority groups who have filed numerous Petitions to Deny the license renewals of public stations with the FCC and from hundreds of minority citizens who've complained to me about neglect is extensive and deep. In this Committee's "Overview" Hearings on March 19, 1975, Chairman Macdonald recognized the dissatisfaction of minorities with respect to employment and correctly noted that "the record isn't too outstanding anywhere . . . not just talking about Blacks. That includes Chicanos, Indians and women."

Mr. Loomis responded that the latest minority employment figures show near parity between public and commercial broadcasters—about a 12% aggregate figure for both as of this year. My friend, Dr. Everett Parker, Director of the Office of Communications of the United Church of Christ—which keeps excellent tabs on minority employment in the broadcasting industry—assures me that public broadcasting has indeed caught up to commercial television in recent years. Some acknowledgement and commendation, I guess, is therefore in order. But, considering how critical minority groups have been of the low level of employment in commercial broadcasting and the plethora of dissents I myself have issued on this tragedy, congratulating public broadcasting on "catching-up" to commercial television in the area of minority employment would not be a great compliment. In short, the levels reflected by commercial broadcasters should not be considered any sparkling standard and both commercial and non-commercial segments must do better, particularly in the area of top management positions, before there is any satisfaction from minority groups.

In the area of programming, my thoughts may be best reflected in a dissent I recently issued involving WNET-TV, New York City. In that statement—which I said could be applicable to public broadcasting generally—I supported a Puerto Rican group which had filed a Petition to Deny, accusing public broadcasting of "arrogance" and "concentrating its efforts on one minority group, the cultured, while cosmopolities, and too often neglected the enlightenment of other less fortunate minorities which it has a fundamental duty to serve." I went on to say that: "By styling itself, preponderantly, as an electronic Harvard liberal arts course, public broadcasting has forsaken those less privileged and influential whose cultural and educational needs are far more on a 'street academy' or community college scale. By aspiring to titillate the sensibilities and sensitivities of the twentieth century Renaissance man, it has overlooked the intellectual needs and sensitivities of that core of the population which, after years of third-rate education and cultural repression, is just emerging from the chains of the eighteenth and nineteenth centuries. By disproportionately featuring the refinements of Western European heritage, it has slighted those whose heritage derives from Africa, Latin America and the Orient. Public television, without the legal or moral right to do so, has become the caucasian intellectual's home entertainment game. Its attitude toward the Puerto Rican Council's lament of insufficient programming for Latinos is reflective of the disdain it has shown to many Black groups and others. It throws these disadvantaged people a few token bones and, aloofly, turns it back, wanting not to mingle with the masses."

Needless to say, I have gotten a lot of hate mail on that statement accusing me of reverse bigotry including some strong criticism from none other than the *New York Times*. What the *Times* and others seemed to miss was the fact that the WNET statement also praised public television's cultural programming, stating that such is definitely "within the province of public broadcasting." I went on to say that "I have enjoyed many of WNET's presentations" and "so, too, do almost all the minority citizens, Black, Yellow, Brown and White, and public interest group representatives I've spoken to about public broadcasting." I further stressed (again unreported) that: "Because New York, like this nation, is nothing but an amalgam of discrete minorities, the highly educated white community should, indeed, be served by WNET." Moreover, I recognized that minority groups do derive great benefit from programs of mass appeal, and that general public affairs shows cannot always be broken down into ethnic points of view.

Whether or not public televisions' intent is to serve mainly "rich, white intellectuals" as John J. O'Connor of the *New York Times* refers to them, figures recently released by the Corporation for Public Broadcasting in its "Newsletter" of February 24, 1975, irrefutably support my thesis. The CPB Report states:

> "Education, occupation, and income are highly correlated with one another; and several studies of public television viewing have shown all three to be predictors of PTV viewing. Thus, while education will be emphasized here as a predictor of viewing, occupational status or income could be substituted, and the same patterns would be found."

The CPB Report goes on to note, for example, that only 11% of the children watching children's programs on public television come from homes where the household head has less than a high school degree. It further observes, in profiling the public television viewer, that 60% of the homes viewing public affairs programming have a household head with college or higher education and that figure jumps to 73% when it comes to viewing cultural programming. The Report concluded that "prime time PTV viewing among Blacks is much lower than viewing among the population as a whole" and that there exists a "bias towards older and better educated viewers of PTV."

Another dangerous aspect of public broadcasting's policies is manifested in its apparent attempt to capitalize on the fact that its core audience is over 50, highly educated and affluent with its programming. Speaking to this phenomenon in the previously mentioned WNET dissent, I declared that public broadcasting—in addition to a preoccupation with Neilson ratings—was "increasingly interested in checkbook ratings." That is, its programs are keyed more heavily to the societal segment affluent enough to donate the "record amounts" which the *Wall Street Journal* described in a recent article entitled "Public TV Stations Experience No Recession as Viewers Donate Money in Record Amounts." The *Journal* article states that "[t]he list of those who have donated the $5.2 million WNET has raised so far reads something of a 'Who's Who'."

Now, the public broadcasting people I've spoken to adamently deny that any such form of self-enriching elitism is intended. Yet, the CPB "Newsletter" I referred to just a moment ago—in describing the "Implications" of the educational and economic bias of the profile of PTV viewers—advised its member stations on how to maximize donations, stating, and I quote:

> "On-air membership drives should be based on the fact that the audience receiving the message during the day differs from the prime-time audience . . . *A mailing to a basically blue-collar list probably should not emphasize public affairs programs.* If these households are watching PTV, they are most likely watching children's programs—that is their incentive to contribute."

Members of this Committee, I would like you to realize what CPB is saying. It is saying: "Patronize the blue-collar household—and only 11% of them at that; they only watch kiddie shows during the day. Since our prime time adult shows are of no interest to blue collar types, they will send us no money." Nowhere does CPB tell the stations to apprise their communities that they will strive mightily to present shows of interest to the average working man or woman and involve them more deeply in public broadcasting. No, instead CPB says "tout children's shows" which are—quote—"their incentive to contribute." My friends, this attitude on the part of public broadcasting is precisely what I meant by "arrogance" and "neglect" and is the basic reason why the average family is disinterested in PTV—PTV is clearly disinterested in them.

If that is not enough, consider this advice given to stations in the CPB "Newsletter" of March 10, 1975:

> "Demographic profiles for individual programs may be useful in obtaining program underwriting. Many potential underwriters may be interested in programs that reach certain types of people."

Again, CPB is trying to exploit the wealthy, influential character of its fans to obtain grant money from prestigious foundations and corporations. This is no different from the commercial exploitation expected of the private broadcast industry and is empirical proof of "where CPB is coming from," as the people in the street would say.

These attitudes and actions by PTV are—in a word—a "*disgrace*" and nobody can blame these tax paying minority groups for hollering murder at the way public broadcasting has appropriated federal funds for the selfish pleasure of a fortunate few. While I wish public broadcasting nothing but success in its "Festival 75" donation campaign, I would like to see that money come from a broader cross section of Americans. When I point these things out to my friends in public broadcasting, I get a great deal of finger pointing: CPB says its programs are developed by PBS and NPR. They, in turn charge the Station Program Cooperative and the local stations. The local stations swear it is the fault of CPB which cites the pressure from underwriting foundations and corporations. We must find out where the buck stops. Congress appropriates millions of dollars for public broadcasting and there is no direct accountability. That is my principle hang-up with long term funding. Congress said it would use "purse-string power" in its appropriations functions to assure that public money was being properly spent and that the American people were being fully served by public broadcasting. A five-year, no-strings grant could amount to a dreadful form of taxation without representation.

Although I sympathize with the motives of those who feel that the less government intrusion into the activities—especially programing—the better, and understand CPB's Chairman Bennett when he asked you several weeks ago for "insulated" long range funding. I do not believe conscience or Constitutional principle would allow half a decade of unsupervised spending of public tax money. I know, as I said at the outset, that stable funding is necessary when you consider the lead time required for producing TV shows. But, as Dr. Clay T. Whitehead, in discussing long range funding, noted to the Congress last year:

> * * * Congress has an inescapable responsibility for holding the recipients of tax dollars accountable for their use of public funds. This is a valid and necessary governmental responsibility even when the recipients of such funds operate a communications medium.

The Senate Commerce Committee Report of March 21, 1975, in discussing the S. 893 legislation, recognized the problem and said:

> It should be emphasized that the legislation retains significant safeguards against any potential for the abuse or misuse of a multi-year appropriation. The Corporation for Public Broadcasting would remain fully accountable in that its officials would be required to be available for annual oversight hearings before appropriate committees of the Congress.

I regret that I must urge and focus on the issue of Congressional "Oversight". Neither I nor any right thinking person wants government intrusion into the program content of public broadcasting shows. In my recommendations, I do not favor—and would be violently opposed to—the government dictating the program content of any program or programs, *including minority programs.* I want no censorship whatsoever. What I do want is to see that—in the overall planning and performance of public broadcasting—provisions are made to proportionally include minority fare in the schedule. The style, content, format, substance, etc. are wholly the prerogative of the individual participants and the public system.

I would hope that, after a time, no deep government oversight would be necessary and that public broadcasting takes effective corrective steps on its own. But Mr. Chairman, and other members, you must understand that the whole vexations, terrible struggle and the history of the Black and minority movement for equality and justice has required pleas for federal intervention. I am sorry that was needed and wish the problems could have been solved by good faith, voluntary actions on the part of the people and institutions minorities must deal with. But time, time and time again, when volunteerism has failed, we have sought the help of the Congress. Thank God, for the most part, it has been there along with the Administration. In the crunch, the federal government has been our court of last resort and, on the instant issue, we painfully must turn to you again for help. As this Committee surely knows, we at the FCC are far from perfect and your review of our activities and—shall we say, in charity—guidance, keeps us from being overly complacent.

Accordingly, I believe Congress must, in this legislation, assure that the minorities—Black and White, Young and Old, Rich and Poor—are getting a fair bang for their buck on public broadcasting. To that end, I would propose that:

1. All of the segments of the public broadcasting community—that is, CPB, PBS, NPR, Station Program Cooperative, NAEB, ACNO, APRS, and so on—be required to appoint a single "ACCOUNTABITY COMMITTEE."
2. The "ACCOUNTABILITY COMMITTEE" prepare and submit to Congrses a semi-annual Report on minority programming and employment.
3. The "ACCOUNTABILITY REPORT" specify concrete goals and timetables on:

A. The amount of money the "COMMITTEE" intends to devote to minority programming as a percentage of its overall program funds.

B. The amount of money the "COMMITTEE" intends to devote to minority training and employment.

4. The "ACCOUNTABILITY REPORT" specify what the '"COMMITTEE" intends to do to ensure that the public broadcasting viewer and listener "Profiles" are representative of the social, economic, racial, ethnic, and sexual composition of this country.

5. That such "ACCOUNTABILITY REPORT" indicate the disparity between such "Profiles" and the demographic make-up of America and specifiy what programs are intended to reduce and eradicate any such disparity.

6. That Congress review these "ACCOUNTABILITY REPORTS" annually (or more frequently if necessary) and take all necessary steps to ensure that the above programs are working, including allocation for particular purposes if need be.

These recommendations and views are not at all unshared. For example, after years of exhaustive and scientific study, the Committee for Economic Development—comprised of some of the best thinkers in the country from all fields of endeavor—recently issued a report entitled Broadcasting and Cable Television: Policies for Diversity and Change: A Statement on National Policy." In the words of the Research and Policy Committee of the prestigious CED, which supports, as I do, long-range and increased funding these are the observations about PTV:

Although public television has the capacity to reach over 150 million and public radio over 130 million people, audiences are, in general, relatively small. Ratings for most public television programs in most areas are so low that they fall within the statistical margin for error. Only in large metropolitan areas or for special, well-publicized programs or events of national importance does public television command a mass audience.

For commercial broadcasting, attracting a substantial audience is usually the determining factor in whether a program survives or fails; hence, audience research is a basic tool. Audiences for public broadcasting are harder to identify. Public broadcasting does not have an economic incentive to attract a mass audience, nor does it have simple criteria for success and failure.

We believe that public broadcasting should have a built-in system for evaluating the programming needs of its specialized audiences. Although this type of advance market research is costly and therefore not routinely conducted in public broadcasting, it was a vital element in program planning for public television's most spectacular success, "Sesame Street."

We are not suggesting that public broadcasting compete for an audience on the same terms as commercial broadcasting. What we are suggesting is that public broadcasting make a major effort to assess the interests and needs of its audiences and to determine what types of programs will meet those interests and needs and what criteria should be used to evaluate program success.

We must stress, however, that some measure of accountability is needed if public broadcasting is to gain the large-scale federal support it is seeking.

We propose that PBS prepare an annual report on the special interests of audiences that might be served by public television. The report would combine public broadcasting audience surveys with a wide range of audience data and opinion research from outside sources. The cost of the first report would be high, but the periodic updating would be considerably less expensive, especially when balanced, against the great advantages of having such detailed information available. Public television would be better able to program for identifiable audiences and thereby eliminate costly programming for which there is little discernible interest.

We recommend that management at all levels of the public broadcasting system develop principles and techniques for determining the interests and needs of its audiences, the kind of programming that will reach those audiences, and the criteria to be used for evaluating a program's success. We urge the Public Broadcasting Service to prepare an annual report indicating the special interests of audiences that might be served by public television.

We recommend that the Corporation for Public Broadcasting establish a performance-evaluation system in order to determine how successful programs have been in achieving their stated goals with the audiences they seek to reach.

These statements and recommendations do not differ substantially from what I have been saying. The audience need not be large; but it should be representative of the minorities substantially overlooked by the mass media. Moreover, if no such *accountability* can be achieved on a national scale, I fear the FCC may be compelled to take action on a case-by-case basis which involves costly, lengthy adjudicatory procedures. No doubt everybody here is familiar with the fact that the FCC this January, in the most severe sanctioning action in its history, dispossessed the Alabama Educational Television Commission of eight (8) TV station licenses for its neglect of minorities. Surely, then, the complaints cannot be frivolous and although the A. E. T. C. case was unquestionably extreme, it does indicate the danger to the whole public broadcasting structure if grievances must be settled in the cold, harsh legalistics of FCC licensing actions.

In conclusion, I can only say I regret the need to have to come before you with a spotty Report Card for our educational broadcasters. On the one hand, I must give what journalist Edmund Fuller calls "a gem . . . that finest aspect of criticism—appreciation" for the wonderful things PTV has been able to accomplish in such a short time and with limited resources. In the minority area, there have been great and informative shows and public broadcasting must be lauded for these. On the other hand, a recent *New York Times* Editorial—in criticizing my WNET statement said that it is "demeaning" for minority groups to ask for more from public broadcasting. It should have struck a responsive chord to someone that the catchword "demeaning" is the selfsame term used when bigotry was being fought during the Civil Rights battles of the Sixties. It was "demeaning" to march in the streets of Selma; it was "demeaning" to beg for voting rights and lunch counter access; it was "demeaning" to boycott Jim Crow establishments; it was "demeaning" for Martin Luther King, Jr. to suggest and state that the Blacks were unhappy and dissatisfied; it was "demeaning" for "Negroes" to ask for access to schools and colleges. I suppose it all depends on whose "sacred cow" is being gored.

In any event, I do not find it "demeaning" to speak out against perceived inequities and hope and pray that this Committee and the Congress will most carefully consider the complaints heard in these hearings and adopt the constructive suggestions proposed. I fervently trust that public broadcasting will accept a little help and advice from its minority friends of which I count myself one, and I know their respective concerns will be rewarded. In that connection Mr. Hartford Gunn, Jr., in his August 9, 1974, letter to Senator Pastore "concede[d] that minorities and women are not adequately represented on public television staffs" and stated that "the problem of bringing minority persons and women into positions on PBS's Board of Governors and Board of Managers is more difficult since the Boards are elected from individual station Boards and staffs." Mr. Gunn suggested that for PBS to tinker with this situation "would be to interfere with the essentially representative structure of PBS." I submit, however, that it is obvious that the structure is no "representative" and unless some tinkering is done and internal policies are corrected, Congress must take action.

As I said in a speech before the National Association of Educational Broadcasters in Las Vegas, way back in 1972:

> I would like to be a good friend of public television and I hope in months and years to come, as I serve on the Federal Communications Commission, that I can be a good friend to public television; but I can never be the friend of public television that I would like to be until you get your own house in order. There are still too many overtones of racism in this country.

Mr. Chairman, I thank you and the Committee for this thoughtful opportunity and I would be pleased if anything else I can do will help you with your deliberations.

Mr. MACDONALD. Thank you very much, Commissioner, for your statement. I must say I find nothing in your statement to quarrel with or to question you in the slightest bit. The only thing I would point out is that some of the quotes that were used, and accurately used, too, Mr. Commissioner, postdate by some time the overview hearings held by this committee and also their appearance here before this subcommittee.

Mr. HOOKS. Yes, I think, Mr. Chairman, what you were saying is exactly what I was saying, is that we were pleased to know the quotes you made were not as relevant after Mr. Loomis made his report as they were before, and I acknowledge it on my behalf as well as yours.

Mr. **Macdonald.** Yes. Also, I would like to know that they have promised they will do better. I think they recognize the fact now that the pressures of getting the thing together and all, there are some facets they have not been as good, to use a word that does not exactly fit, but it is the closest to my tongue at the moment, as what we had hoped for them to do.

I would just like to say, I don't think it is demeaning at all. I don't know what the New York Times was thinking about. But, I wouldn't think it is demeaning at all to tell a station they are not getting their fair share of public broadcasting at a time when they are contributing to that station.

In fairness, I must say they have improved since the last time that they were before us. They opened, and I mean to talk to them as they, not as if they are over there and I am pointing at them, but the broadcasting will be up here again as a windup witness and we will go over in detail those things.

We have had some women who were very factual, yesterday, and pointed out how they didn't feel they were treated any too fairly. But, if you have a chance, and I know how busy you are down at FCC, and when I say "I know," I do know. But, if you get a chance, if you can read some of their responses to questions put to them by the committee, they have been trying, and one of the things that they think about the employment thing, and I can only take their word for it, it comes back to the bugaboo about everything in Washington, which is the money situation, that they have been used, not in a bad way, but certainly in an evolutionary way. They have been used by minorities to learn the jobs that would put them in the top ranks of producers, directors, et cetera, and then get lured away by the commercial stations because of more money, which they cannot match because they don't have enough money, which comes first, if they have difficulty in obtaining trained people.

Therefore, a number of stations and CPB, itself, has its training money allocated for training programs, which seems to me to be about the only salvation, because it is a highly technical field. You know, you have to rise, sort of, I would guess, through the ranks to become an outstanding production manager, cameraman, or whatever.

They seemed to me, they convinced me of their sincerity. But, they will be back up here and I am going to have a recess before we get them again, so I can go through the rest of, and the rest of the committee can go through the complaints that have been lodged and backed up by figures and so forth and ask them "how about this or that?"

My questioning, by its nature, of them, although we have the same objectives exactly, you can believe me, Mr. Commissioner, that the questions necessarily have been in generalities and they have given me tables and graphs and that sort of thing and they have been put in the record, on how many and what jobs and all of that and that would go from one day to another day, right straight on through, thinking to digest everything given to me, especially the tables.

I hope, because I know we can use and need your support for the bill, I can assure you that the things that you have put on page 4 in "caps": "We must stress, however, that some measure of accountability is needed if public broadcasting is to gain the large-scale Federal support it is seeking."

This is one of my objectives and objectives of the committee.

"We propose PBS prepare an annual report on the special interests of audiences that might be served by public television."

Mr. Loomis has assured us they have started that now, but it takes money and with them getting money then they will be able to do more of it. I can assure you that I am seeking exactly the same thing.

You also, in "caps" indicate from the Research and Policy Committee of CED that "we recommend that the corporation for public broadcasting establish a performance evaluation system in order to determine how successful programs have been in achieving their stated goals with the audience they seek to reach."

That, they are also working on, and that we here on the committee also are working on and are very interested in. I will be here for 1 more year, anyway. They cannot put out a recall petition on me and I hope to be here for many more years, and I can guarantee that next year, if we get this bill through, they will be up here answering hard questions.

Well, I hope they are hard this year, but they will be harder next year, because hopefully they will have had the money and the opportunity to plan in such a way that they can start their training programs and they can have programs. They have, as you point out, some complementary programing, but whether they have enough is something I don't know and I don't know if anyone knows. It does not seem to me that they do.

But one thing that strikes me, that in a community such as Washington, to cite a concrete example, I am no authority of WETA because I can't get it very well, if I can get it at all, in the southwest side of Washington where I live, but the commercial stations pick up the slack, because there is an awful lot of black-oriented commercial programs on, and I was wondering if that was just an accident or if they were just more responsive to the needs of the minorities or it just happened or was it a planned thing. Do you have any idea?

Mr. Hooks. Mr. Chairman, based on a letter I have in my files, now, it seems that WETA only presents three programs of particular specific interest to minorities, "Interface," "Black Perspective on the News," and "Black Journal," which is basically three half-hour programs and "Interface" is relatively new.

The reason they maintained they have not done more is because of lack of money. Of course, the reason the black community maintains they do not support them is because they are not responsive, so it is the "chicken and egg" proposition. We know in many cities one of the most interesting and informative programs and in a way one of the cheapest is simply the presentation of city council meetings, which have a direct impact on what happens. And here in Washington, an elected City Council, it seems to me an innovative thing they could do and perhaps they will do with the new changes is to present them. The fact that the station is located so far from the metropolitan center is a great insult to most black people. Well, Mr. Chairman, could I just say three things, briefly?

Mr. Macdonald. Sure.

Mr. Hooks. The first one is, in the written statement I submitted on pages 12 and 13, I set out six definite things about accountability which

I think are very important. I get the impression, and I say this with all charity and kindness in talking about Mr. Loomis and Mr. Gunn, and hope I am right in my perception they are very concerned about minority programing and minority employment, is I believe if they had the absolute undiminished, undiluted power to do it, they would make changes. But the problem is, in my perception, they have to deal with all of the local station managers, boards of directors, and that it is true that you just cannot go on there and say to them: You do this and you do that.

This is one of the reasons I am asking the Congress to include in the bill some accountability provision because I am asking because Mr. Gunn and Mr. Loomis have their hands untied in terms of what I think the Congress ought to want them to do. As it stands now, they are in some senses of the word, simply conduits through which funds go.

Unless there is something built in, in this long-range funding bill, and unless the local stations know they have to move, I think that we have asked Mr. Gunn and Mr. Loomis to do an impossible task. I just wanted to say I think it ought to be written in.

Mr. MACDONALD. And that is a good point, Mr. Commissioner, but the other end of the spectrum is we have tried to keep them away from any sort of pressure.

Mr. HOOKS. Yes.

Mr. MACDONALD. And it is up to the Congress, I suppose, but it is also, and I am not trying to turn the tables on you, Mr. Commissioner, but it is also up to the FCC, too, because the FCC licenses these public broadcasting stations and I was going to ask later on, do you think that higher ascertainment standards should be held for public broadcasting than commercial broadcasting?

Mr. HOOKS. You know, in reading the CED report, I was very much impressed with it. I attended a meeting in which they discussed it. I would certainly recommend, if it is not included in this hearing, that it be put there because the section on public broadcasting, I thought, personally, was their best section. The part in which they said we were not doing such a great job—I thought, with FCC, that was the worst section.

Mr. MACDONALD. That was the worst section of their best section.

Mr. HOOKS. Yes, sir; but the part that dealt with public broadcasting, seriously, was perceptive. It was not critical, but simply dealt with the future. I think, in my personal judgment, some of the thoughts they brought to bear on ascertainment is what I have been trying to say for the last 2 years; not so much seeking to know what the needs and problems are, but to evaluate what the public would want out of the stations and if within the province of their time, energy, and expertise, they can do it, they respond to a definite need. They pointed out Sesame Street was not just born, but it came out of a long amount of time, effort, and money spent to find out what the public wanted and having found that, they then perceived the need.

I think it is one of the most perceptive statements I have seen on public broadcasting. I would certainly hope that that part of it becomes a part of this committee material.

Mr. MACDONALD. I don't have a problem with ascertainment that the FCC seems to. I think just a simple rule of ascertainment is, "is that station serving the community that it is licensed to serve properly in the public interest?" The FCC gets all tied up in different variations and rules.

Mr. HOOKS. Well, FCC has this situation.

Mr. MACDONALD. If they just keep that in mind, I don't think that there would be much of a problem for you. If the public broadcasting station is not living up to it—and this is by population 80 percent black community in Washington—if they are not living up to the serving of that community, then they should not be licensed and somebody should have the license who will live up to that.

Mr. HOOKS. Well, I couldn't agree with you more, Mr. Chairman. Maybe in the future we will move along on this.

The third thing I wanted to state, I think later on——

Mr. MACDONALD. I am not trying to get you in trouble with the rest of the FCC.

Mr. HOOKS. I am in trouble already so that does not matter, but we get along in spite of that. We have agreed to disagree without being disagreeable.

The other thing I wanted to say was I think later on that Mr. Marshall will testify and I think that it will be very interesting to see the figures. I didn't try because I didn't think I should, being a member of the FCC, to deal with these competing figures. It is interesting how we take figures to prove anything. I hope the subcommittee will pay some attention to the disparity between the figures given by the one set of folk and those given by others, because I think this is where our major problem is: that we have disagreements in interpretations of what the fiscal evidence shows or what programing is and that will continue.

But if this subcommittee could find it within its power and thinking to write some kind of accountability provision into the bill for the agencies that have the control, the CPB and PBS, so that Congress will insulate itself one step further from what many of the public interest groups feel would be an undue burden or influence. I recognize the very sensitive nature of the Government funding—on the one hand, as President Ford says, our historic first amendment privilege of not interfering—but there is no way to reconcile those things without stepping on somebody.

Mr. MACDONALD. Yes, there is, and this is why I don't see that the FCC does not seize on it. I know at the hearings we didn't spend much time on it, but I thought that the ascertainment procedure certainly could not run afoul of the first amendment and I think the ascertainment proceeding is the one that keeps you out of constitutional trouble and keeps them insulated from pressures and through ascertaining through the community whether or not they are living up to serving the public interest in the community, not the community that the owner of the station lives in, but the community that is being served—are they living up to the standards of serving that community's public interests? I think that is simple enough. At the FCC, has the matter of open hearings been reopened since I raised it at the overview hearings?

Mr. HOOKS. I think we have been sort of closemouthed on open hearings.

Mr. MACDONALD. Can I translate that into "No, it has not been done"?

Mr. HOOKS. It was discussed briefly, but there was no action taken, and the longer I stay there the more I think there is a great deal to be said for open meetings for most things, because we don't seem to have any closed meetings anyway.

Mr. MACDONALD. You are aware that the annual report on the sports antiblackout law was leaked to a trade paper before I got it.

Mr. FREY. Will you yield?

Mr. MACDONALD. Yes.

Mr. FREY. I was a little bit disturbed when I was asked about it and didn't know anything about it. I had to go to the paper to see what they had said. You know it really is discouraging.

Mr. HOOKS. Mr. Chairman, I think what the problem is—and I don't want to be evasive—but one of the problems is, when you have those reports, we meet and discuss them. When they go through duplicating, mimeographing, and printing, you know we don't know really what happens.

Mr. MACDONALD. Are you saying this is something you are not aware of happening?

Mr. HOOKS. There are two lists of distribution and some time ago, Chairman Burch got in serious trouble as you well remember when they tried to tap somebody's phone, unfortunately, to try to stop the leaks. They have had meetings and threatened to fire people and it is almost a problem that seems to me to be beyond getting into once it goes beyond—even sometimes when there are only eight or nine people present.

Mr. MACDONALD. I was not crazy about opening up our markup sessions, say, until such time, and I realized we had as big a sieve in this committee as you have down at the FCC, but we have just opened up the meetings and once again I am urging on one person, and I know you and the chairman do not put together now the agenda, but you might remind him in a friendly way that I have not forgotten, if you tell him.

Mr. HOOKS. I will be happy to tell the chairman that.

Mr. MACDONALD. Tell the chairman that and I am looking forward to seeing progress on that finding.

Any questions?

Mr. BYRON. Mr. Commissioner, I have just one question. We have an Equal Employment Opportunity Commission. Do you see any type of accountability to them in terms of minority employment or are they just not doing the job?

Mr. HOOKS. Yes, there are two answers. First of all, unfortunately, the EEO Commission is so backlogged I suppose that there isn't almost, in terms of reality, any chance of getting something done immediately and particularly in the communications field, because there is so much ferment; more spotlight, you know, more attention given to it. Minorities feel more aggrieved by the lack of programing and lack of employment here than in other industries.

Well, let's deal with employment. You have reference to that rather than other problems because it has such an impact. The background situation in EEOC does not present such a very good picture.

Second, as I recall the law—and I could be wrong—the level at which they deal, the number of employees that constitutes a minimum, there are many public stations that barely qualify. The FCC, 2 or 3 years ago—long before I came on the Commission, when Dean Burch was first made Chairman—passed a regulation that they would enforce, among their regulatees and permittees and licensees, certain EEO requirements. It had a dramatic effect and we can look at the print media where there is no oversight and the percentage of minority employment is very low, 4 percent. And, in commercial broadcasting, it is at 12 percent and I understand from the latest figures that public television is about the same. So we have made a great deal of progress.

The cry, the whole problem now is: "What kinds of jobs do these people have." The chairman spoke about it a moment ago, the timelag. I have this problem all of the time, because I have white people of good intentions and of liberal bent who have this very difficult problem trying to deal with employment of a black or a woman that they think would take a job away from them.

Of course, my stock answer is that if you think about a woman lawyer and a man lawyer who were hired the same time 15 years ago, you recognize, if you are honest, that the man has gotten a higher promotion already and the woman has been bitter for 15 years. So you are not able to balance the "bitters" and if the male has to suffer 6 months it ought not to be so difficult. I think that is what we deal with, it is not only gross numbers but where they fit in terms of the high-ranking jobs.

Mr. MACDONALD. Won't it be hard to write into the law? In other words, you can set up minority hiring patterns and programs, but when you get into the fine brush approach of trying to define what should fit certain sections, as you are talking about, isn't it kind of hard to do?

Mr. HOOKS. Yes.

Mr. MACDONALD. Don't you have to look at these, really, at sort of the intent more than anything?

Mr. HOOKS. It is very difficult. But the policy of an affirmative action program is upward mobility. In other words, not only hiring at entrance level, but how they advance. It is interesting to know the court the other day in the FPC case entitled *FPC* v. *NAACP*, pointed out very specifically the question.

The lack of adequate minority representation on these boards, well, this is one of the real sore points. We don't even have a good token on most of them. The boards that run the public stations, they are not employees but they are advisory committees from the community. The point is that they are mostly white upper middle class or upper class. Therefore, they can't really know what the problems are. I run into it all the time as I travel around. I also deal with the fact that if you have people in the top categories they can help to sensitize. Each day of my life on the commission I have an opportunity to do a little evangelical work and I enjoy greatly that opportunity because I have a very receptive audience and they are eager to learn. I notice the Black Caucus, in its deliberations, I am sure must have brought great insight to Congress because I find, increasingly, people don't know many of the problems because it is an unconscious kind of bias that exists. I find, in my own life as related to working with the women's movement, trying to really dig into it, that we have some unconscious male chauvinistic ideas that we grew up with and we have to sort of work on them to get rid of them. It seems to me this is one of the things that minorities are saying: That if we don't have minority employees in sensitive positions at the stations, it will be reflected in the lack of sensitivity on programing.

I hasten to say that we don't feel that only a black person can program for blacks or that Hispanics have to program for Hispanics or that a woman has to direct and write all programs for women. That is not my view. But I think I am saying very definitely that they ought to be involved in order to get the fullest breath of expression.

Mr. **Macdonald.** It is kind of difficult, isn't it, because you could get the 12 percent, or whatever it is, maybe get mediocrity thrown in and not get really the best of the black programing out of that minority representative at that particular station.

Mr. **Hooks.** Yes, sir, it is difficult. But with the paucity and scarcity and lack of black programing, I will take even inferior black programing rather than none. I get a lot of people arguing on commercial television about various shows and many black people are disappointed with them and I never made a public statement against them because I feel it is important to have them. And if they are not what they ought to be over a period of time, they will be upgraded and made more representative. Even if we don't get quality, we, of course, help people who have been denied opportunities to prepare for careers in many fields would not come with a great deal of expertise. That is why I feel, if they have the native ability, it is just a matter of training and translation in time.

I think it is important, and I compliment public broadcasting for having 12-percent minority employment because it does mean we should have a pipeline coming up the ramp now, people who can be trained, provided that the top management is really serious about it and gives them the opportunity. I hope that is the case.

Mr. **Macdonald.** Or provided, as the chairman so indicated, that we can pay them the right salaries to keep them because as they get along they might want to move.

Thank you.

Mr. Frey.

Mr. **Frey.** Mr. Commissioner, one of the obvious answers to the problem of minorities is the diversity of programing, not only in television but in radio, and the need for more stations.

One of the problems we have, for instance, in radio brought about by FCC is the question of frequency allocations. They have had that docket for 5 years. When are they going to act on this problem? It is really setting us back in public radio.

Mr. **Hooks.** I think that is a very good question and the gentleman, Mr. Coffey, came over and we had a meeting one day where we discussed it. And he discussed it with Commissioner Robinson, who has the title of Educational Commissioner.

It is embarrassing to say we are concerned and we have not been able to do anything about it. I think the FCC in the past has had these problems which are partly solved now, trying to decide what items are more important than others, those that nobody cared much about, and there was not much hue and cry and really got moved to the back burner.

In May 1970, I think our docket 71 was started, it is that old, and I can only promise you that between the chairman, Mr. Robinson and myself, and Mr. Coffey and others of the public broadcasters, we will make every effort to bring them to a quick resolution.

Mr. **Frey.** If you have a hue and cry, will it help?

Mr. **Hooks.** I think you raised it today. I will take the record back and that is the "hue and cry."

Mr. **Macdonald.** If he is not, I am. I cried to Mr. Eger.

Mr. **Hooks.** We will go back and try to move on the docket.

Mr. **Frey.** I think part of the problem you are talking about is the diversity we can provide if we have more stations.

One other thing I wonder about is minority programing, this I think is extremely important, and I just wonder if we are sensitive enough to the many minorities we have. I am not necessarily thinking in terms of the color of somebody's skin, but in terms of people with physical disabilities, hearing or sight disabilities. These are minorities, too, and it seems to me they have been left out to a great extent, and we have a responsibility to do something about that.

Do you feel the same way?

Mr. **Hooks.** Yes, I do.

If I might say this, Mr. Congressman, I have also felt and have not been able to have time to write it out, that there are ethnic minorities in the country who need particular programing on public television and there are cultural minorities who definitely need special programing, and there are those who are minorities for other reasons you pointed out, such as speech and everything. But one of the problems of public television is they never defined their role and to that extent there is sort of a severe conglomeration syndrome in this world.

Mr. **Frey.** Could I stop you on that, because one of the things we see defining the role, that I just wonder, I don't think the FCC has not done an outstanding job on the problem of minorities, as the chairman pointed out, even on maybe somehow defining what we are talking about.

We also seem to have a problem when we get into this area of, "Where do you start." You know, there are several areas you can block out and then it sort of holds its thunder. I think public television maybe has not done this, but I think the entire communications industry has.

Mr. **Hooks.** Yes, sir; I expressed to Mr. Macdonald on the occasion when we had a conference, I thought the FCC from my advantage point, had done a very poor job in allocating licenses or even reviewing. That, in a sense we were responsible for. Of course you remember the staff people disagreed, but later on they came to admit I think, and the record simply speaks for itself. The accusal of rubber-stamping and licensing for everybody; I don't think is true. But if it is true in any one particular, it is true in public television.

Mr. Congressman, there was also something in the record of the history that indicated that perhaps you didn't want FCC to look at it too closely. There has been disagreement about that. I remember reading a Senator's statement: If they don't do right we will bring them down here at appropriation time and straighten them up. I think it was a sincere statement, but it was that kind of statement that got the FCC to thinking that perhaps we should not be too involved.

The oversight hearings, however, one of the greatest values we get from them, is in straightening us out on what the mood of Congress is and what the intention of the Congress is and as to what we should do.

I think we have been given the message now of committees of both Senate and House that would like us to look more critically at public television with a view to improving performance, not in a punitive way, you know, but with a view toward improving performance. I think your view is of great weight in our approach to this in the future.

Mr. **Frey**. Let me ask you a question not on this but generally the question of figuring out if a station is doing a good job for the community. I think it is in line with what you talk about in spite of the words, just to give you an example to illustrate the point. If you had a station in a community of 100,000, only one station doing solely news, I think you could argue it was not doing for the community what it should.

If you had eight stations in the community and one was doing "Top 40" and one "Soul" and one "News" and one was doing maybe in Spanish, for instance, looking at them as a whole, you could argue that they are doing a good job as a total package.

I have never understood how you can sit and look at a bunch of papers filed and the massive number they are filed in and really have any blessed idea of a station doing a good job or not?

Mr. **Hooks**. I really think we can do a better job and perhaps better than you think from your vantage point. Let me say in radio, the strange thing was that this format radio you referred to sort of evolved out of the marketplace. The FCC did not interfere. That is one of the things we did not do.

One of the things we did not do is assign "Top 40," "Soul," and "Progressive Rock," or whatever. Then in terms of how many commercials they have, we look at that, and in terms of how many public service announcements, we look at that, and in terms of how much time they spent on their news.

What we look at at the FCC, and in that context the entertainment format bothers us little in radio because it is formatted, is the amount of time on commercials, public service announcements, and on news, and whether or not they are rendering a service to the community based on, as the chairman put it, the ascertainment. This will turn up so many problems, and all we ask is tell us which problems they will deal with and how they will.

We don't ask them to deal with all problems. If there are 40 in the community, they can pick 10 and say, "These are the 10; we will deal with them." We ask them how, and it is based on what they say.

Say there is a problem of inadequate schools in the community. They have a weekly program in which the superintendent of schools will speak, and they have a monthly program.

I mean it is the problem the community raises and their efforts to deal with it which enable us to determine whether or not they are doing their job.

Mr. **Frey**. I understand what you say. I practiced a little law, and like anybody I can do a little job on showing how great a job we do.

I just threw that out because it bothers me and it is along the line of what you are talking about. You are really trying to find out if public television or this, "Are they doing a job in the community," and if the community happens to be 80 percent black, obviously the program should be different just like if it is 80 percent Spanish. That is what you want to find out.

Mr. HOOKS. Absolutely, that is the point I tried to make. To the extent that public broadcasting ever recognizes it, we will be on the road to good performance.

Mr. MACDONALD. Mr. Commissioner, they have raised that, if you let me be their defender because I have been their attacker all week, but they recognize that and they maybe have not done enough, but they recognize it and I think they are sincere, and not just the two gentlemen you mentioned about whom I believe your summation is correct. I don't mean to interrupt.

Mr. FREY. That is all right.

Mr. MACDONALD. But, as a whole, I think that they find that in their own self-interest they should do it or it won't be there.

Mr. HOOKS. Mr. Chairman, all I was trying to do was to say, as I have talked with minorities and the Black Congressional Caucus, Black Media Coalition, and the NAACP, is, there has been this continual assault in my own time. "What are you going to do about it?"

It is my considered opinion unless there is some provision for accountability so everybody knows that the Congress, which is the highest level they have to deal with, is concerned, then to the extent that that is not in there, I think we can say—well, we have just had a lot of problems.

I could take the time of this committee, and I won't do it, to tell you over the years of the problems we have had in local communities. The advances have been so minimal and so slow compared with the problems that it is almost, well, the very thing you said about Washington. You know, being 80 percent black in the metropolitan area, and I don't think there is any question in my mind that WETA has a terribly poor record, and you alluded to it, in terms of their minority employment and programing and every commercial station in Washington, I think, is more responsive.

One of the reasons is that all of the other stations might—one of the reasons and I didn't say the only one—be subject to a petition to deny at any point, but WETA has done such a poor job I don't think anybody thinks it is worth it to petition against.

I know they boast of a great going record and I know when I leave this room I will be roundly criticized and condemned for being anti-intellectual, but the point I make is, they are lacking in minority programs, and I should make it clear, they do produce some superlative shows. I think they do "Wall Street Week," "Washington Week in Review," which I think you would enjoy very well.

If they had more power, and I am on record as being in favor that WETA move to channel 12, I am in favor and voted for it before, and will again, then maybe they could be more effective.

I don't think it will cause all of the problems that our engineers say. I am willing for them to get more money if it will solve their problem. Money alone will not do it, but a will to direct their conscience toward doing the thing as well as money.

If they don't get money I hope they will get 500,000 watts to get it into the Washington metropolitan area, but not without some dedication. I will make it my business to try to sit down to talk with them to make your job easier, Mr. Chairman.

Mr. **Frey.** Let me say a couple of things, which I think also are important.

No. 1, what we are talking about in a lot of areas is opportunity. That is what I believe in and will support as a member of this subcommittee and a fairer opportunity.

Second, in whatever we are doing, I think we also have to remember that it is just not a minority program of one kind or another, but it is a total problem of the American people, that everybody is paying taxes for this, and they deserve a right. You know, I suppose we are all minorities of one kind or another and being a Republican I am more willing to admit to that this time than the last.

I think it is a total approcah and I don't think we get hung up in one thing and I think the committee is sensitive to the problem and I think the chairman has done a tremendous job in moving it in the right direction, and I think we are going to get there. I do have faith we will get there.

Mr. **Hooks.** I would just say—and I know I have taken too long—but I would like to say I recognize this problem and we have been wrestling at the FCC with "how we fit all of these minorities together," because my conception of public television is, it was designed not to serve that mass audience. That is already being fairly well satisfied; but to serve peripheral needs, to serve special needs, and to that extent they recognize it, in my judgment, in the cultural affairs programing.

There are a lot of people, at the risk of opening myself up to criticism, who will never watch "Upstairs Downstairs" in the American version because it is a soap opera basically, and you can't talk about that to certain people. But everybody can relate, at the highest elevation level, to "Upstairs Downstairs." And I heard people bragging that it is slow moving and full of cliches, you know, "edge of doom or gloom," whatever it is. But at least in Britain it has great acting and a better budget, so it is intellectually all right to talk about that. So they do that.

But my only point is in their preoccupation, and in their preoccupation with serving one minority which ought to be served, and I said it over and over again, on the days of the WPA, that the Congress appropriated money for artists to paint pictures and murals and portraits and I think that is important, because I think in the long run the Nation will be judged more by literature and poetry and drama than by how many buildings it puts up. But we cannot stop with the cultural minority, but should go ahead and deal with others.

The emphasis has been, in my judgment, on that. And to the extent that it has been placed there, it is wrong to place there is not even that it is a question of time because they play most programs twice in a given week. It is a lack of money in that instance.

It is not even a lack of spectrum space because they are repeating programs. They go up there at 9 o'clock, so it is not a question of not having adequate time on the air, but a question of money, No. 1, and I think that is what the committee is working on; and No. 2, it is a question of commitment, and then it is a question of getting the right talent in there to do some job.

I might just say I am not necessarily in favor of the limits, Mr. Chairman, that the administration has submitted. I think that the formula submitted by CPS might be more realistic in light of the 2½ times matching formula that we might think in terms of $88 million the first year rather than $70 million.

I thought I might say that also, because I think it is important we have sufficient money to do a job and also important, and I put that big "but" there, there be some accountability to somebody, so we can have the type of programing in that area.

Mr. **Frey.** Now, the only thing I can't help but say, and I agree with some of the things you say, Mr. Commissioner, but if the country is not free you won't have much poetry and everything under meager expenditures that have to be made.

I will stop because this could be a long discussion.

Mr. **Hooks.** I was thinking about $88 million for, you know, public television and several billion for defense. I am not saying to change that, I am not suggesting you change the ratio.

Mr. **Frey.** We have changed the ratio.

Mr. **Hooks.** I think we can spend $80 million on public television.

Mr. **Frey.** They didn't leave many paintings in Vietnam. That is something else. I would like to say this: We can take care of the first two criteria that you suggest, money and accountability, and we intend to. The third, about talent, is out of our hands and should be.

Mr. **Hooks.** I am not speaking as a member of the FCC, but as a minority group we will help with talents. If you give us money and accountability I think we can find the other.

Mr. **Macdonald.** We are going to try very much. We will try very much to live up to your hope for it.

Mr. **Hooks.** Thank you.

Mr. **Macdonald.** Thank you very much, Mr. Hooks.

Our next witness is Mr. Pluria Marshall, Washington representative of the National Black Media Coalition.

STATEMENT OF PLURIA MARSHALL, WASHINGTON REPRESENTATIVE, NATIONAL BLACK MEDIA COALITION

Mr. **Marshall.** Mr. Chairman and members of the subcommittee, I appreciate the opportunity to come before you today to express some very grave concerns that we have in public broadcasting. I have sat and listened and waited and finally the opportunity is here.

We have a 32-page document which I will not attempt to read. There are some portions that I think are necessary to be read, are necessary that I sort of give orally.

Mr. **Macdonald.** Without objection, the statement will be included in the record and be a permanent part of the record as if read. You hit whatever high spots you want to.

Mr. **Marshall.** Yes, sir.

The National Black Media Coalition is an organization representing 58 local groups throughout the country who are working to improving the service provided to black citizens in their communities by both commercial and noncommercial broadcasting. We work with local stations, participate in regulatory proceedings at the Federal Communications Commission, and have testified before this committee and its Senate counterpart on previous occasions.

We are before you today in hopes of persuading this committee of the need for greater responsiveness by the public broadcasting system in this country to our concerns.

While we support the proposed scheme of long-range financing generally, we urge that certain conditions be met through the funding. More public broadcasting funding, on an assured basis, can clearly serve important goals for blacks and other minorities. But Congress should not miss this historic opportunity to reinforce the fundamental premises of public broadcasting as an alternative service.

Public broadcasting's failure to adequately serve and reach blacks is quite an irony. As we all know, this was the system which was supposed to meet the needs not served by commercial broadcasting. From the very beginning, the public broadcasting establishment sought your assistance, and public tax dollars, by arguing that it would meet those needs.

But we also know that in fact public broadcasting has often pursued the same policies followed by commercial broadcasting; serve the needs and interests of those who can most afford to buy your product, while paying lipservice to the ideals and goals of minority interest programing, equal employment, and affirmative action.

If blacks were as well represented throughout the job and program spectrum of public broadcasting as we are in the pictures in CPB's 1974 annual report, this annual report here, for example, we might not need to be here today. This report is typical of public broadcasting's response whenever the question of service to racial minorities is raised. Put out a lengthy report, often liberally sprinkled with photos of blacks, Chicanos, and women, add up employment figures in the best possible way, and compile impressive looking lists with every conceivable black walk-on role listed.

Despite all the statistics and lists of programs you have been bombarded with, the record that CPB, PBS, and NPR have made so far in these hearings is devoid of the kind of specific commitments that will make this truly a public medium.

We believe that it is time for this committee to stop relying totally on the good faith efforts that have been pledged by public broadcasters each time they have sought funding before you. It is time for more definite commitments, with built-in vehicles for regular congressional reports and oversight.

The evidence of this failure to serve minorities kind of outlined in about four or five pages and I think, Mr. Chairman, it might be well to go through some of it.

Mr. MACDONALD. Sure.

Mr. MARSHALL. Because there are often glaring examples of that failure. We have a document which is included in this presentation.

It shows that of the 128 public television licensees in this country, 51 had absolutely no full-time minority employees as of last June. This represents close to 40 percent of all public television licensees. I challenge public broadcasting to find a worse record in commercial broadcasting. We continually talk about public broadcasting needing to be more responsive than commercial broadcasting.

Yes, there are blacks in Indianapolis, Providence, Binghamton, Columbus, Madison, Baton Rouge, and even the State of Iowa. There is also a significant hispanic community in San Jose. There are Native

Americans in North and South Dakota, and Eskimos in Fairbanks. But you would not know that by reading this list.

Even among the other public stations with at least some minority employment, CPB has admitted that only 2 percent of management and professional positions are held by them. This is surely a difficult record upon which to base a request for large doses of taxpayer support.

Additional evidence that the present system is not working at the local level can be found in the ever-increasing numbers of FCC license challenges to public broadcasting stations. For many years, public stations did not receive the same attention at renewal time as commercial stations.

The fact that such challenges have increased in the last few years is in one sense a high compliment to public broadcasting. Blacks and other minorities now realize that public broadcasting matters—that it exists and is a potentially powerful force for either change or reinforcement of the negative stereotypes of commercial broadcasting.

On the other hand, the data submitted in these challenges raise serious questions as to the service of these stations to minority needs. The Alabama Educational Television Commission case is, of course, the most famous, but it is clear from the attached list of stations totally without minority input that this represents only the tip of the iceberg.

Many public broadcasters will still argue that this is a unique situation, born of the prior pattern of State-enforced racial discrimination in the Deep South. But we should remember that the voting and desegregation marches in Selma and other Alabama cities in the early 1960's were also joined by Northerners who felt their own homes were in order, only to be jolted back into reality by the equally ugly racial prejudice that has surfaced a decade later in Boston.

Mr. Chairman, there is a lot of mention of the different stations that they consider good stations, and it is ironic that one of these stations, the Boston station, has a challenge against it right now because of its refusal to serve the minority community, where they took the jazz off of programing and replaced it with classical music.

So, then, when they start talking about serving the people and we see them tightening up their belts, the first folk they cut loose are the ones that they got in last. You know, this is the kind of thing that we just have to see if there is not something we can do to correct it.

Mr. FREY. Did you discuss this with the unions at length?

Mr. MARSHALL. Well, the union problem is another racial problem and I know we don't have time to cover it here today.

They challenged KQED-TV in San Francisco and we had a challenge here against a Washington station, and I think you need to make a move back to town where they belong.

The petitions that have been filed by local black groups against AETC, KQED, WETA, and WHYY—Philadelphia—by Chicanos against KNME—Albuquerque—by Puerto Ricans against WNET, and by coalitions of black and white citizens against KETC-TV—St. Louis—and WGBH-FM—Boston—are only one part of the evidence before the Congress. In the KQED case, for example, the coalition attached to its pleading one of the most massive reports of broadcast discrimination ever filed by the EEOC. Another EEOC discrimination finding has been lodged against WETA, here in Washington.

In the area of programing, the Corporation for Public Broadcasting's own May 1974 report of its Advisory Panel on Essentials for Effective Minority Programing found a glaring gap between its rhetoric and performance in this area.

Mr. Chairman, I think this is one of the things you have constantly alluded to, the rhetoric versus performance. This is why we feel that specific proposals, after very glaring identification of the problems, need to be offered, which are offered in this report, to correct some of these situations.

I think it is time for the various entities in public broadcasting to stop promising and move on to the business of solving these problems, which I don't think are so difficult. I have heard a lot of talk about how difficult the solution to these problems are. If some of us would stop talking long enough to get started on them, I think we do have some solutions that can work very well.

Mr. **MACDONALD.** Well then, you agree with practically every other witness. You feel that more money than that detailed in the administration bill is necessary to do that?

Mr. **MARSHALL.** I think money is part of the solution.

Mr. **MACDONALD.** I understand it is not the whole thing.

Mr. **MARSHALL.** Yes. There is a real danger in that because if they got more money to continue or expand on what they have been doing, there is real danger that the exclusion that exists now will be in there.

Mr. **MACDONALD.** What they promise to do now takes money to do, training program, ascertainment, and all of that, so you do agree perhaps that more money should be included in the bill?

Mr. **MARSHALL.** Well, yes, I think more money should be included in the bill with those mandates.

Mr. **MACDONALD.** I understand.

Mr. **MARSHALL.** Right. The proposals for future action to eliminate past deficiencies in the public broadcasting service to minority needs—I will just read each of the proposals without going into details of them.

One: The committee should support innovative FCC local ascertainment and dialog requirements for public broadcasters including minority and other community input into the PBS station cooperative system.

You know, that is a "white only" thing. All of the station managers and their cooperatives in the United States are white. This is a very serious kind of situation where we actually have no input and the board of directors are generally made up of folk who can either raise the money or give the money. That is another way of eliminating us.

The second recommendation: Because of the failure of local ascertainment and the PBS program cooperative system to stimulate minority programing, 50 percent of all CPB program development funds should go to minority programing under a line-item mandate.

The third recommendation: Congress should encourage the creation of a production center for minority programing equivalent to CTW or NPACT.

We know the kinds of programs that these workshops could do cannot be done without proper money and resources. When they get to us, everybody begins to act like they can't do for us what they have been doing for everybody else. There is no sense in alluding to the fact that minority programing is going to be so offensive.

You know, I don't like yoga and cooking and ballet and this kind of stuff, but you put it on and I have to suffer with it.

Mr. **Macdonald.** You don't have to watch it.

Mr. **Byron.** Suppose I don't like rock.

Mr. **Marshall.** But everybody gets all upset when we get to talking about minority programing.

Mr. **Macdonald.** I don't see anybody on the committee getting upset.

Mr. **Marshall.** But the industry does.

Mr. **Macdonald.** Like you and I see eye to eye about many things, but I think while you are right in a way, I think you are exaggerating about that a little bit, because I think that they don't, as Mr. Hooks said several times, and I know you have been here at the hearings faithfully. They try to get a segment of the audience, I don't particularly like any of the things you mentioned either and I don't watch them.

Every once in a while I watch cooking things to see if there is some I can do. But I passed that, you know, I am on to something else.

Mr. **Marshall.** We just like to be put in the hopper with the rest of them. If you don't like us, cut it to go to something else.

Mr. **Macdonald.** That is what we want, too.

Mr. **Marshall.** OK. Next, the fourth recommendation: Employment, training and ownership should become primary concerns of CPB's Office of Minority Affairs, with expanded staff and funding.

Now, this is an area, say like with your training grants, it is real interesting that one-half or less than one-half of 1 percent of their budget went into the training grants and there was a severe abuse of these training grants where folks were put on as production people and were made errand girls or whatever, or switchboard operators, you know, so that the whole thing needs to be centralized under the minority affairs area where there can be better coordination, you know, with the standard staff and budget.

These are some things that we feel are very important. Now, under this minority affairs office should come the inner-training grant, the minority employment opportunities clearinghouse, like NAB has, where, you know, the stuff is fed into qualified people or qualifiable people and the network knows about who is available, you know.

I have heard of the public broadcasters crying about, "We can train them, but we can't hire them." They have not told you this. There are a lot of trainees that come out of their training program, they say they can't hire them, but they don't have a system to let the other systems know in the public broadcasting race that there are trained people available.

The NAB has one and we think there should be no problem for them to see the folks at NAB to get an idea of the pitfalls and how to work that system out, a system for minority applicants for new public broadcasting stations.

One of the problems down in Alabama with the folks who could have been interested and some who are interested in competing for some of those licenses, is that the paperwork is so monstrous and so technical that if you have not been involved in it before, you are just out of it before you start.

So we think that this function ought to come within the ranks of CPB, where they can provide technical and legal assistance for minority groups because they are almost outside of the educational institution and there are almost no public broadcasting entities for the black community. This is one of the most important and that is an important aspect of the minority affairs office.

The equal employment data collection with an improved form or forms for them to report to. The current 395 at the FCC is being revised with their EEO thing, which we have walked those halls an awful lot to make sure that thing does come out into effect in 4 or 5 weeks, which I think, if they had their own forms down pat to where there is some accountability in commercial industry, the public broadcasting might feel better about what they have to do.

I would agree this example has not been very good coming from FCC. We have been waiting on some specific guidelines on equal employment opportunities in broadcasting for 2 years. They have been promising us for 2 years. So you know it has been a long, hard fight trying to get that. We think that this kind of thing does need to occur in public broadcasting.

The last item under the minority affairs office would be the separate internal EEO office within CPB, PBS, and NPR because we can start at those levels. There are no blacks hardly at all. I think there is one at PBS in a decisionmaking capacity, and which in my definition is really not a decisionmaking capacity, because that person does what he is told to do after a decision has been made, you know, the basic decision. So he does not have a chance to really get off into making real decisions in that area.

The whole thing of having blacks in decisionmaking positions has been the biggest hopes of these hearings, because we are not talking about a civil service kind of restriction where you have, you know, to work your way up through the ranks, but identify the kind of executive, you know, that is necessary for this level and you hire them. It is just that simple, and the salaries that are payable at this level do not differ too much from commercial broadcasters as, you know, in the lower levels, you know, because there are a lot of blacks who would welcome the opportunity to move into certain kinds of positions like this who cannot get that kind of opportunity in commercial broadcasting, so they will be glad to work for that amount of money.

The WETA situation, where a vice president from PBS was made station manager of WETA, well, our concern is whether or not a black is eligible to fill that spot, because some affirmative action has occurred, you see. So they have a number, or they have had a number of opportunities to show their good faith. They have not shown their good faith. The only way we feel that this kind of thing can correct itself is that the mandate come from, you know, the hearings, the efforts through Congress.

You know, they talk about how little amount of money there is. Although it is very important, you know, we are looking at the foundations who also give them large chunks of money and seeing if there are any stipulations of the foundations, who claim to be equal opportunity people, are asking them to deal in the same way from that foundation side of it as we are asking from the Government's side.

So we are looking at all fronts of this total situation and in addition to all of the work that has gone into our preparation for this presentation, Mr. Chairman, we stand ready to help in sensitizing and directing public broadcasting in some, into some avenues that they have traditionally not looked into.

They talk about more public broadcast stations in minority communities, you know, but they have not even paid lipservice to it. But there are ways through that minority ownership office that this thing can become a reality because if you look at all of the roadblocks, you just take your bag and go on about your business because you just can't overcome this. They know this, so they tell you what you have to do and if you don't do it, you are out of it.

Mr. Macdonald. Did I understand you correctly that somebody owns public broadcasting, a minority group can own public broadcasting?

Mr. Marshall. Can be a licensee, yes.

Mr. Macdonald. Yes, but it is a group, not an individual, it is unlike commercial TV in that way. No money comes back from it. So you have to have this thing.

Mr. Marshall. I understand that. When I say, you know, a group, you know, if I said somebody, you know.

Mr. Macdonald. Well, a body is a body and not just somebody, right, I see that.

Mr. Marshall. Right, that kind of thing does exist and they know about it. I think there was just one thing, well, the one area of setting up a workshop to deal with minority programing. Have any of you given any thought to that, the feasibility of it, and this kind of thing?

Mr. Macdonald. I perfectly frankly have not, no. That does not mean that I have thought about it and rejected it. I just never thought about it.

Mr. Marshall. OK, time is flying. If there are any questions, so we don't have to break before you might get in your questions?

Mr. Macdonald. Well, that bell was just an indication that we went into session. That is not a call of the House. You still have some time.

Mr. Marshall. OK, I can stop now, Mr. Chairman.

[Mr. Marshall's prepared statement follows:]

STATEMENT OF PLURIA MARSHALL, WASHINGTON REPRESENTATIVE, NATIONAL BLACK MEDIA COALITION

Mr. Chairman and Members of the Subcommittee: The National Black Media Coalition is an organization representing 58 local groups throughout the country who are working to improving the service provided to black citizens in their communities by both commercial and non-commercial broadcasting. We work with local stations, participate in regulatory proceedings at the Federal Communications Commission, and have testified before this committee and its Senate counterpart on previous occasions.

We are before you today in hopes of persuading this committee of the need for greater responsiveness by the public broadcasting system in this country to our concerns. While we support the proposed scheme of long-range financing generally, we urge that certain conditions be met through the funding. More public broadcasting funding, on an assured basis, can clearly serve important goals for blacks and other minorities. But Congress should not miss this historic opportunity to reinforce the fundamental premises of public broadcasting as an alternative service.

Public broadcasting's failure to adequately serve and reach blacks is quite an irony. As we all know, this was the system which was supposed to meet the needs *not* served by commercial broadcasting. From the very beginning, the public broadcasting establishment sought your assistance, and public tax dollars, by arguing that it would meet those needs.

But we also know that in fact public broadcasting has often pursued the same policies followed by commercial broadcasting: serve the needs and interests of those who can most afford to buy your product, while paying lip service to the ideals and goals of minority interest programming, equal employment, and affirmative action.

If blacks were as well represented throughout the job and program spectrum of public broadcasting as we are in the pictures in CPB's 1974 Annual Report, for example, we might not need to be here today. This report is typical of public broadcasting's response whenever the question of service to racial minorities is raised. Put out a lengthy report, often liberally sprinkled with photos of blacks, Chicanos, and women, add up employment figures in the best possible way, and compile impressive looking lists with every conceivable black walk-on role listed.

Despite all the statistics and lists of programs you have been bombarded with, the record that CPB, PBS and NPR have made so far in these hearings is devoid of the kind of specific commitments that will make this truly a "public" medium. We believe that it is time for this committee to stop relying totally on the "good faith efforts" that have been pledged by public broadcasters each time they have sought funding before you. It is time for more definite commitments, with built-in vehicles for regular Congressional reports and oversight.

EVIDENCE OF PUBLIC BROADCASTING'S FAILURE TO ADEQUATELY SERVE MINORITIES

Perhaps the most glaring deficiency of public broadcasting is its failure to move blacks into decision making roles. This creates an insensitivity at the top level of power that duplicates the pattern of black exclusion in commercial broadcasting. It creates a ripple effect that permeates all programming and lower level employment decisions. We really would not have to talk to you today about the need for more black programming if there were more black decision makers in public broadcasting.

PBS, in its own report submitted to you on Tuesday, admitted that its survey shows minority participation on station boards of directors is at best "uneven". But its own situation is far more serious. BPS lists only one black member on its 25 person Board of Governors and none on its 25 member Board of Managers. Indeed, there is not one black public television station manager in the continental United States. PBS has seven Vice Presidents. Not one is a black, a member of any other minority, or a woman.

When top positions do open up, even today, whites continue to be hired to fill them, leaving behind openings which are themselves filled with other whites. This pattern was recently repeated in the replacement of the station manager at WETA-TV-FM. These stations are licensed to Washington, D.C., a city which is 70% black. Yet, once again, a white manager replaces a white manager, with, to our knowledge, no apparent effort to find a black for the position. The new manager was formerly a Vice President of PBS. It will be interesting to see if the game of musical chairs continues, or if PBS will make an affirmative action effort to seek a black Vice President to replace him.

The situation at CPB is not significantly better. None of the Corporation's five top officers are black. Only two of CPB's 18 department heads are black, one of whom heads the Office of Minority Affairs. These two are the only minorities among the 25 top-salaried CPB employees (Grade 9 and above).

National Public Radio may have the most severe problem among the national organizations. No blacks are employed at either the top or middle management levels of NPR. With the exceptions of one Latino, no members of other minority groups are represented at these levels. Several of NPR's black employees have publicly complained of discrimniation in promotion, hiring and salary practices, even at the lower levels.

But the most incredible statistics are those of local public stations, graphically shown by the list attached to my testimony. It shows that of the 128 public television licensees in this country, 51 had absolutely no full-time minority employees as of last June. This represents close to 40% of all public television licensees. I challenge public broadcasting to find a worse record in commercial broadcasting. Yes, there are blacks in Indianapolis, Providence, Binghamton, Columbus, Madison, Baton Rouge, and even the State of Iowa. There is also a significant Hispanic community in San Jose. There are Native Americans in North and South Dakota, and Eskimos in Fairbanks. But you would not know that by reading this list.

Even among the other public stations with at least some minority employment, CPB has admitted that only 2 percent of management and professional positions are held by them. This is surely a difficult record upon which to base a request for large doses of taxpayer support.

Additional evidence that the present system is not working at the local level can be found in the ever-increasing numbers of FCC license challenges to public broadcasting stations. For many years, public stations did not receive the same attention at renewal time as commercial stations. The fact that such challenges have increased in the last few years is in one sense a high compliment to public broadcasting. Blacks and other minorities now realize that public broadcasting matters—that it exists and is a potentially powerful force for either change or reinforcement of the negative stereotypes of commercial broadcasting.

On the other hand, the data submitted in these challenges raise serious questions as to the service of these stations to minority needs. The *Alabama Educational Television Commission* case is, of course, the most famous, but it is clear from the attached lits of stations totally without minority input that this represents only the tip of the iceberg. Many public broadcasters will still argue that this is a unique situation, born of the prior pattern of state-enforced racial discrimination in the Deep South. But we should remember that the voting and desegregation marches in Selma and other Alabama cities in the early 1960s were also joined by Northerners who felt their own houses were in order, only to be jolted back into reality by the equally ugly racial prejudice that has surfaced a decade later in Boston.

Some of recent license challenges have been directed to the very "flagship" stations of public broadcasting in the East and Far West. For example, an NBMC affiliate, the Community Coalition for Media Change, challenged the license of KQED-TV, San Francisco last fall. KQED-TV's response may be instructive to the Committee. It argued in a telephone book size pleading with exhaustive lists of programs that it was a "leader" in public broadcasting. The Coalition responded with the station's own figures, on file with the FCC, showing that KQED had the lowest percentage of minorities employed in the top three job categories (managerial, professional, and technical) of any station—public or commercial—in the entire Bay Area. According to its latest filing with the FCC it has still not achieved one-half of the level of minority employment in responsible station positions attained by the lowest of the four commercial VHFs in its market. Apparently "leadership" in public broadcasting is a highly relative matter.

Another "flagship" station is, by anyone's count, WNET in New York. Yet the Puerto Rican community chose this as a target for revocation of license, leading to the famous dissent of Commissioner Hooks. Black Citizens for Fair Media, a New York-based community group with which we work, has similarly found it often easier to deal with the honest commercial goals of, for example, WABC and WNBC than the "good intentions" but severely flawed performance of WNET.

Finally, PBS regards WGBH in Boston as such a fine example that it cites its program selection policy at the beginning of its voluminous paper on minority concerns. WGBH's goal are stated to be to "contribute to a sense of community" among the "many different people" it must serve. Yet its public radio station has recently been challenged for narrowly limiting that "community" by dropping most of its jazz and public affairs programming and substituting more classical music.

Among stations in the next level of urban markets, the problem is if anything more severe. The St. Louis public television station, in applying recently for a second channel in that city, proposed what it apparently considered to be a comprehensive educational programming schedule. None of this programming, however, was addressed to the severe problems of unemployment, poverty, and lack of basic educational skills among the 50% of that city that is black. A college level course in black history was considered adequate. No high school certificate equivalency or vocational training courses geared to those who might not be able to afford a membership or an over-the-air enrollment fee were offered.

If these are the commitments of urban "community station" public broadcasters, who should be most sensitive to minority needs, clearly there must be deep problems with the mechanism for minority input into the total system.

The petitions that have been filed by local black groups against AETC, KQED, WETA and WHYY (Philadelphia), by Chicanos against KNME (Albuquerque), by Puerto Ricans against WNET, and by coalitions of black and white citizens against KETC-TV (St. Louis) and WGBH-FM (Boston) are only one part of the evidence before the Congress. In the KQED case, for example, the Coalition attached to its pleading one of the most massive reports of broadcast discrimination ever filed by the EEOC. Another EEOC discrimination finding has been lodged against WETA, here in Washington.

In the area of programming, the Corporation for Public Broadcasting's own May 1974 Report of its Advisory Panel on Essentials for Effective Minority Programming found a glaring gap between its rhetoric and performance in this area. And a very recent CPB audience research study, released in its February 24, 1975 *Newsletter*, confirms that it is not only failing to reach blacks, it is also failing to reach blue collar whites.

PROPOSALS FOR FUTURE ACTION TO ELIMINATE PAST DEFICIENCIES IN PUBLIC BROADCASTING'S SERVICE TO MINORITY NEEDS

To help correct this pattern of exclusion, this Committee should make long-range funding subject to the following conditions:

1. The Committee should support innovative FCC local ascertainment and dialogue requirements for public broadcasters including minority and other community input into the PBS Station Cooperative System.

Minority programming—never an overwhelming proportion of the public television national schedule—has suffered further losses since the adoption of the program cooperative selection system. Like commercial broadcasting, under this new cooperative system programs are chosen according to whether or not they will attract viewers. Local stations choose and pay for the programs they want from the network. The more popular a program is among the stations, the less it costs each station, since its expense is shared. Programs which are likely to attract the most viewers, particularly viewers most apt to contribute money to the station, are thus most frequently chosen.

This built-in economic bias in program selection is not the only reason why public broadcasting offers such poor programming service to minorities. Most public broadcasting stations don't even know what the needs and interests of the minorities in their communities are. Since local stations depend to a significant degree on contributions of viewers and listeners, they tend to come to think of their communities' needs as only the needs and interests of middle-class whites who are most able to provide financial support.

The deficiencies of this process are explained in detail on a recent report published by the Aspen Program on Communications and Society, Public Broadcasting's Station Program Cooperative, by Nathan Katzman (September 1974). Katzman is severely critical of the lack of innovation and community responsiveness, and the undue emphasis placed on financial factors, in the cooperative system. He concludes:

> It is not clear that the opinions of specific program managers reflect the particular slants of the populations they serve. . . . Their sources of information are often limited to discussions with friends and associates and the letters that arrive at the station. (p. 16).

The Federal Communications Commission is presently considering requiring public broadcasting stations to conduct formal ascertainment of their communities' needs and interests, as commercial broadcasters must do. With the introduction of the cooperative system, putting decisions in the hands of local stations, such a process is particularly important. This committee's support of that proposal, in the legislative history of this bill, might expedite the Commission's decision on that matter, which has been pending since 1973.

But public broadcasting should not be held only to the bare minimum of formal public and community leader surveys required of their commercial counterparts. CPB in its own comments in this rulemaking has admitted that public broadcasting should be held to a higher standard of systematic dialogue with input from and service to its community. And the FCC indicated that it agreed, in its decision in the *AETC* case. The Commission there held that "educational television has a paramount obligation to endeavor to serve significant minority needs in its service area". This obligation, it said, is "over and above what is expected of commercial stations" because of its reserved spectrum allocations and public funding.

The comments of citizens groups in this FCC rulemaking have urged that each public station be required to set up a local community advisory board, separate from its state, municipal, or other legal governing board, for purposes of meaningful ongoing ascertainment and dialogue. A new rulemaking petition was recently filed with the FCC last December urging a similar concept.

Other innovative techniques, such as on-air ascertainment through feedback programs with the station manager, open and televised public station board meetings, and "town hall" televised programs on public broadcasting's role in the community were also suggested by citizens groups. It is ironic that ascertainment in commercial broadcasting uses every form of communication except the most powerful in our society—their own television medium. Public broadcasting could break this mold, since it does not lose commercial revenues by using its time for ascertainment purposes. At present, the only time public broadcasting talks directly to its audience is when it asks for contributions during "pledge weeks". If each station devoted similar resources and effort to at least one on-air "Ascertainment Week" each year, it might be able to make more responsive cooperative and other programming decisions.

This committee should not only address this question in its report, it should also question the FCC during its upcoming oversight hearings as to why this rulemaking has been delayed for so long.

2. Because of the failure of local ascertainment and the PBS Program Cooperative System to stimulate minority programming, 50 percent of all CPB program development funds should go to minority programming under a line item mandate.

For all of these reasons, minority programing not only has not been encouraged, but has in fact been set back, in public broadcasting. Past programs, such as "Soul', have been discontinued and not replaced.

The figures submitted by PBS Tuesday show that the 1974 Cooperative resulted in only 5.5% of programming targeted for minorities and women. The figures for minorities alone was not broken out. While the report states that special efforts are being made in the 1975 Cooperative to stimulate more minority programming proposals, our information is that extremely few of these have survived the initial voting rounds. CPS must use a significant portion of the funds it will receive over the next five years to redress this imbalance.

This proposal will, as usual, meet the spectre of "segregated" or "apartheid" programming that is constantly raised whenever blacks appeal for programming targeted primarily to them. PBS claims that it would be "insulting" for it to attempt to serve blacks, Chicanos, and women solely with programming targeted by race and sex. We agree with the premise that all public broadcasting efforts should have the substantial input and particiaption of blacks and other minorities. But that does not discredit the concept of specially targeted programming.

It is ironic that on the one hand public broadcasting throughout its literature has argued that its mission is to reach certain target audiences, yet still attempts to rationalize away or dilute that concept when it comes to racial minorities. It appears that "segregated" programs for children, yoga devotees, cooking buffs, guitar players, stock market investors, and opera or ballet fans is the very essence of public broadcasting. Yet somehow a Spanish-language program, an examination of ghetto consumer problems, or a "soul" music series, is regarded as a unique and special dispensation to minority group "pressure" because it may not appeal to all segments of the potential public television audience. But it is because of the very concept that public broadcasting will provide a "cafeteria", from which many different parts of the audience will choose different programs at different times, that PBS emphasize the number of households that watch public television during a week, not its ratings at any one time.

We must stop the attitude that public broadcasting must be apologetic to the rest of its audience for presenting minority appeal programming. The person who takes affront at a "Black Perspective on the News", or a "Black Journal" feels no need to apologize to someone who may not be interested in his or her yoga or cooking show. We have not attacked, nor did Commissioner Hooks, other types of specialized interest programming as a legitimate part of public broadcasting. But the argument must cut both ways.

Thus, to counterbalance the inadequacies of the cooperative process, large amounts of the portion of federal funding allocated directly to CPB, rather than to the local stations, should go into development and ongoing funding of minority targeted series. This apparently is the only way the stations will provide them—if they get them for "free". At least until the local stations have upgraded the representation of minorities on their boards and staffs, and totally revamped their ascertainment procedures, CPB will have to play a very active role in this process.

CPB has already recognized this duty to some degree. But our calculations indicate that out of CPB's total programming budget for Fiscal 1975, only slightly more than $1 million of the $6½ million spent outside its Cooperative contribution (about 15%) went for development or continuation of minority (Black, Latino, Native American) series. These were Interface, Realidades, and American Indian Artists. That figure should be raised to 50 percent of CPB's non-SPC funds effective with the higher overall funding levels provided by this legislation. This would still be a small proportion of the total national programming dollars in the system, given the high percentage of increased funds that go to the Cooperative. But it would be a beginning.

3. Congress should encourage the creation of a production center for minority programming equivalent to CTW or NPACT.

As an efficient use of its program development funds, CPB could provide the seed money for a production center for the creation of innovative high quality national minority programming. Funding for HEW, major foundations, and corporations should also be sought for this effort. At least twice before this concept has been utilized by public broadcasting to fill a gap in programming that could not be adequately met through local station product.

The first of these national production centers was the Children's Television Workshop, a joint CPB-HEW-foundation enterprise. It was recognized that to reach children, a specific target audience, with interesting, exciting learning concepts, demanded the creation of a special center. There experts in many related fields could combine their talents, exchange ideas, and benefit from the efficiencies of centrally located equipment, data, and services. What resulted was Sesame Street and The Electric Company. The initial costs were high, but without them, it is highly doubtful that public broadcasting could have become the force it currently is in children's television.

The second was the National Public Affairs Center for Television, formed to handle in a professional journalistic manner public broadcasting's coverage of critical national events such as the 1972 election, the Watergate and Impeachment Hearings, as well as produce weekly public affairs series and documentaries. It too had a specialized mission that demanded national coordination outside the abilities of a normal station program budget or facilities. It was a joint project of CPB and the Ford Foundation.

Surely that pattern could be repeated in an area such as minority programming, where total dependence on individual station product has been less than successful. Creation of such a center would not mean that all minority programming would be produced there. The creation of CTW did not prevent WGBH from successfully developing ZOOM. And the creation of NPACT did not displace other public affairs series such as Bill Moyers Journal from WNET, or Firing Line from SECA. But it did represent in both cases a significant additioanl ongoing commitment, above and beyond single series from individual stations that might come and go, to a type of programming for which public broadcasting had a special mandate.

Creation of such a center would benefit outside the quality of programming it could produce. One of the great difficulties of minority programming has been the inability of single series to attract foundation or corporate backers. A center such as that envisioned by NBMC, however, would have its own development department. No longer would minority producers have to rely on the primarily white development departments of local stations. Thus foundations and corporations would be directly contacted by minority development personnel who regarded funding for such programming as their first priority, not merely part of a general shopping list.

4. Employment, training, and ownership should become primary concerns of CPB's Office of Minority Affairs, with expanded staff and funding.

The need for formal procedures requiring stations to ascertain the needs of their communities is made even greater by the fact that, as previously noted, the people who make decisions at the local level—the station managers, the station boards of directors, the top programming personnel—are virtually all white. The excuse frequently given for the absence of minorities in decision-making positions is that "We just can't find any who are qualified!"

But, instead of trying to quickly fill the gaps through affirmative action in training and employment programs, the system continues its pattern of exclusion at all levels.

It is in this area of employment and control that the issue of black input into general programming arises. Without black representation at the decision-making levels of the local stations, on their production staffs, and as development officers seeking program funds, it is little wonder that not only is specifically targeted minority programming for blacks deficient, but also black input in all local programming.

The national "general audience" production efforts of public broadcasting find minorities similarly excluded. For example, one could have watched the entire Watergate coverage of public broadcasting—the time at which more people than ever turned to it—without seeing a minority reporter, analyst, or spokesperson.

PBS's "minority programs" listing makes much of public affairs programming, including the Watergate and Judiciary hearings, as a substitute for minority targeted programming. But the failure of either set of hearings to include blacks or other minorities in their production or as on-air talent undermines this contention. Of course blacks were interested in Watergate and Impeachment. They have had their own experience with "Watergate" tactics from the Nixon Administration. But it is public broadcasting that is saying, by implication, that blacks are not interested in such "public affairs" programs, not blacks themselves. Is it any wonder that we need a "Black Perspective on the News", if no blacks are included in production of other public broadcasting documentaries or news coverage.

These patterns of exclusion could not go unnoticed within public broadcasting if blacks were represented adequately in all levels of responsibility of national and local bodies, including the Boards and executive staffs of CPB, PBS and NPR.

There are at least four areas in which the responsibilities, staff, and funding of the CPB Office of Minority Affairs should be increased to help it alleviate this problem.

A. Minority training grants

CPB's budget has included $220,000 per year for the last two years to provide matching grants to local stations which fund minority training programs. This sum represents less than ½ of 1% of CPB's total budget of $50 million. This is an example of the low priority minorities receive at the hands of public broadcasting.

Not only is there inadequate financing of minority training grants, but the program is set up in a way that guarantees its ineffectiveness. First, the CPB funds are matching grants, which means local stations get funds only if they can afford to provide 50% of the trainee's expense. Thus stations in depressed areas, where the need for minority training programs may be the greatest, are unable or unwilling to put up the money to receive a matching grant, and thus offer no training programs at all. In fact, those stations among those already sensitized to the problem will naturally be the most willing to put up the matching funds.

Minorities' opportunities to receive training for responsible positions in public broadcasting should not be precluded by a station's unwillingness or inability to bear half of the expense of that training. CPB's budget should have funds earmarked for minority training in an amount substantially higher than currently offered. Further, the funds should not be available on a matching grant basis, but rather should be made available to minorities in a way which cannot be frustrated by a station's claim of poverty or higher financial priorities.

Second, the minority training grants should be made on the condition that the funds will actually be used to train minorities to move into responsible, professional, decision-making positions. Our experience has been that stations take advantage of the training grants to get cheap labor in lower positions. Thus, although the trainee may, on paper, be learning to fill a professional capacity, the job actually turns out to be that of errand boy or secretary or telephone operator.

Other stations place the trainee in a "professional" role in the Community Relations Department, which is then relegated to a back seat in the operation of the station. Such "departments" are often a buffer for the station's refusal to deal directly with minority community complaints.

In sum, these grants must be effectively used to bring minorities into the mainstream of employment opportunities in public broadcasting, so that the next time WETA, for example, needs a general manager, many minority applicants will be among those competing for the job.

PBS, in its "minority report" on Thuesday, spoke of setting up an office "to secure Federal Funds for a systemwide recruitment and training program." But it failed to ask for those funds here, in this legislation, where such "federal funds" are precisely the subject of these hearings. PBS might effectively assist CPB in this and other minority employment efforts. But the need is not for a future commitment to seek such funds. Rather we need a present request to allocate a substantial portion of this legislation's funding for such purposes. If not, Congress should mandate this allocation.

The problem is imminent and difficult to meet locally. KQED closed down a formerly well-funded minority training program over a year ago. The attached *New York Times* article indicates that WNET's training program is also in jeopardy. This is a highly appropriate and traditional area for federal assistance to local communities, and NBMC would support substantially increased funding levels that would be channeled to this purpose.

B. Minority employment opportunities clearinghouse

The National Association of Broadcasters in 1973 established an office that solicits and locates "qualified" or "qualifiable" minority applicants for jobs in commercial broadcasting. It provides counselling services to applicants, and advisory-placement services to broadcasters seeking to increase their minority employment and training programs.

Such a service could easily be offered by CPB to do for public broadcasting what the NAB's clearinghouse does for commercial broadcasting. The counselling and referral service would be a logical step from the minority training grants, and would assist stations in their affirmative action efforts. For this reason, it should coordinate closely with the training and department, as well as the data collection office described below.

C. Assistance to minority applicants for new public broadcasting stations

No currently operating public broadcasting station is licensed to a minority educational insititution or community non-profit organization. Howard University recently acquired a construction permit for the first potential such operation. And a predominantly black group has applied for some of AETC's channels. But ownership of public broadcasting, as with commercial broadcasting, still lies almost exclusively in white hands.

This is true in part becasue information about acquiring a public broadcasting license is so inaccessible. Groups interested in operating a station meet with immedaite difficulty in trying to learn, in plain English, what the basic requirements for such an operation are. An inquiry at HEW, the FCC, or CPB will result in either no response at all, or a bundle of government forms and applications and questionnaires which leaves the group wondering why they even bothered to ask.

CPB could provide a tremendous service by preparing and distributing basic, clear information designed to encourage minority ownership of public broadcasting stations. But beyond merely disseminating information, this office should have personnel able to go into the field to assist a local minority educational institution or group in filling out the proper forms, finding engineering consultants, and even on how to approach foundations, local commercial broadcasters, business, and other potential sources of support.

Nowhere, either at the FCC, NAB, HEW, CPB or any other broadcasting institution, is there a resource for groups who are frustrated with dialogue with and litigation against existing broadcasters as a means of gaining access to the airwaves. Direct access through ownership and control is the logical future step, and may be far more effective than the present painstaking efforts to open the closed doors of existing broadcasters. Once a group learns that any non-profit institution with educational and public service goals is qualified for HEW facilities funds to start a station, CPB funds to operate it, and PBS or NPR programing to air on it, their interest in this route will be dramatically increased.

This is not a visionary concept. At this very moment, Chicono groups in the Southwest are attempting to fill out applications and gain an adequate base of community financial support to apply for vacant public television and radio frequencies. A similar process is occurring among blacks in Alabama, who have requested additional time from the FCC to file for some of AETC's channels. At least the consultative services listed above should be available to them and groups like them both at CPB and HEW.

Beyond this minimum service to potential minority applicants, however, this legislation should mandate an additional commitment of CPB funds, at least equivalent to those for minority training, for seed funds for engineering studies, legal expenses, and other costs of submitting an application to HEW and the FCC for a new public station. Such ownership is at least as critical to the medium's future as minority training at other stations, and should be financially supported with the same vigor under the new legislation.

D. Equal employment data collection

To assist the industry itself, the public, Congress, and other regulatory agencies in understanding the role minorities play in public broadcasting, basic employment information such as that attached to my testimony, for example, agencies be compiled and made available by CPB.

Such information should include:

(1) Statistics on minority employment throughout public broadcasting, both in the aggregate and at each local station. These should be categorized by each job position, not by the broad categories called for by the FCC's reporting forms, and should contain comparative salary level data.

(2) Identity and composition of the boards of directors of each public broadcasting station by race and sex, and business or other community ties.

(3) Identity and composition of the staffs and boards of directors of CPB, PBS, and NPR.

Submission of the information asked of each station to CPB should be made part of the CPB requirements for qualifying for a community service grant. CPB should be required to distribute this information to HEW, the FCC and the EEOC. It should also be required as a term of the CPB grant that each station's data be placed in the station's data be placed in the station's public file, available to the local community for study, review, and discussion with station management. This data should also provide the basic material through which the minority training grant and minority employment clearinghouse branches of the office could target the stations most in need of their services.

It should be emphasized that each of these recommendations has been made in the context of expanding the present CPB Minority Affairs Office. Each new function should receive its own staff and funding so that the projects are not emasculated by lack of resources to carry them out.

E. Separate internal Equal Employment Opportunity Offices should be established within CPB, PBS and NPR

As repeatedly pointed out, the failure to include blacks and other minorities in public broadcasting at the local level may be explained in part by the failure of the national offices to provide leadership through full minority participation at all levels. The sorry records of these agencies in recruiting, training, hiring and promoting minorities must give way to a new determination to live up to the fine language of all the policy statements, affirmative action programs, equal employment commitments, and nondiscrimination clauses.

This Committee has heard the facts of discrimination, inspite of the attempts of the representatives of CPB, PBS and NPR, to disguise the figures so they would not look so bad. A separate internal EEO compliance office, with investigatory, arbitration and enforcement powers within each of the three agencies, CPB, PBS and NPR, would provide the incentive that fine words and good intentions have thus far failed to achieve. Such offices, and adequate staff, are required at all federal agencies. They should be similarly required where so much federal funding is entering these three entites.

In conclusion, I urge the committee to act with courage. Public broadcasting needs long-term funding to operate with the security required for innovation, experimentation, excellence and responsiveness. But the public must get its money's worth back from public broadcasting. Long term fiancing should buy us a public broadcasting system which serves us all, and which includes blacks at all levels of its operation.

EXHIBIT A

PUBLIC TELEVISION LICENSEES WITH NO FULL-TIME MINORITY EMPLOYEES, JUNE 30, 1974

Call letters and location

1. KEET: Eureka.
2. WUSF: Tampa.
3. WGTV: Athens.
4. KUTD: Moscow.
5. So. Ill. University: Illinois.
6. WTVP: Peoria.
7. WNIN: Evansville.
8. WFYI: Indianapolis.
9. WCAE: St. Johns.
10. Iowa Network: Iowa.
11. KTWU: Topeka.
12. WCBB: Augusta.
13. WMEB: Orono.
14. WCMU: Mt. Pleasant.
15. WUCM: University Center, Mich.
16. KWCM: Appleton.
17. WDSE: Duluth.
18. WSKG: Binghamton.
19. KFME: Fargo.
20. WOUB: Athens.
21. WBGU: Bowling Green.
22. WOSU: Columbus.
23. WQLN: Erie.
24. WITF: Hershey.
25. WVIA: Scranton.
26. WSBE: Providence.

Call letters and location

27. KESD: Brookings.
28. So. Dakota Network: So. Dakota.
29. KAMU: College Station.
30. KNCT: Killeen.
31. KPYU: Provo.
32. Vermont Network: Vermont.
33. KPEC: Lakewood Center.
34. KWSU: Pullman.
35. KTPS: Tacoma.
36. KYVE: Yakima.
37. KVCR [1]: San Bernardino.
38. KTEH [1]: San Jose.
39. WTIU [1]: Bloomington.
40. WVUT [1]: Vincennes.
41. WSGF [1]: Newark.
42. WHA [1]: Madison.
43. KUAC [1]: Fairbanks.
44. WNEO [1]: Alliance.
45. KAID: Boise.
46. WIPB: Muncie.
47. WLPB: Baton Rouge.
48. WEUC: Allendale.
49. WNPB: Marquette.
50. KAVT: Austin, (Minn.).
51. WNIT: South Bend.

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[1] Based on the 1973 survey.

EXHIBIT B

[From the New York Times, Mar. 21, 1975]

FUND CRISIS IMPERILS WNET SCHOOL FOR MINORITIES

(By Les Brown)

A training school for minorities, which has been operated at WNET/13 since 196[illegible], may be forced to close next month because of a lack of funds, stranding 35 students who began the 42-week course in January.

The school, conducted by WNET personnel three evenings a week and occasionally on weekends, is designed to prepare disadvantaged people and members of minority groups for careers in the technical and production ends of television. No tuition is charged.

The program, which has had chronic funding problems since its founding, will have used up its latest grant, from the New York State Council on the Arts, by April 14. According to a station spokesman, WNET is in the process of applying to the city's Department of Employment for Federal funds allocated under the Comprehensive Employment and Training Act. "But it involves a lot of computerized, paper work, a matter of filling out forms," the spokesman said.

A number of irate students staged a demonstration Tuesday at the station's offices in the Henry Hudson Hotel on West 58th Street to protest the refusal of WNET to provide money from its own budget to keep the school going until other funding was available.

Picketing is scheduled to resume today, a member of the student council said. "We are accusing the station of not living up to liberal standards," she commented, "and we are asking that the school be funded as a permanent part of WNET and not as an added facet that is in constant danger of suspending operations."

According to Jeri Feagans, director of the school, the course has been completed by more than 150 students since it began in 1968. Approximately 80 per cent have found placement in the industry, Miss Feagans said, including nine or 10 who are now working at WNET.

Of the 35 students now enrolled, only two are not of ethnic minority groups. "We told them when they began the course in January that we were running out of money and that if we weren't able to raise new support the term would probably be interrupted," Miss Feagans said.

While expressing the wish that the students would be more patient, she added, "in some ways they are justified" in protesting. "They feel nothing is happening, although we've been deliberating for months. I agree with them that what should be done is to find other, permanent sources of funding, outside the city or state governments."

Frank Leicht, vice president of operations for WNET who supervises the training school, estimated that it costs more than $4,000 to train each of the students who graduate and that the school would need approximately $225,000 to run two classes simultaneously for a full term.

Mr. Leicht pointed out that the station had supported the school from July through December last year on an emergency basis, until it received the grant from the State Council on the Arts to carry it four more months.

"We have a good thing and don't want to see it stopped," Mr. Leicht said, "but every time we complete a course we have to go out and raise money again."

Mr. MACDONALD. I have a few questions.

While I agree with quite a few things you say, I don't quite follow the bureau aspect within CPB or PBS. But in addition to how they are already setup, that they get another level that has to be channeled through to very minority programing going on the air or would the advisory group —

Mr. MARSHALL. You are talking about the workshops?

Mr. MACDONALD. No, I am not talking about workshops, but earlier, and you mention workshops and workshops are a pretty good idea if they have money, but within the structure of the CPB and PBS, do you feel there should be another added extra layer through which minority programs should be challenged before it goes on the air or should be gone through before it goes on?

Mr. MARSHALL. I think the mere inclusion of black employees would serve the purpose of making sure that specific minority input does, in fact, occur. You know, this would solve a lot of the problems, because I looked at NPR saying they hired a man to do a minority programing thing and everything that he was given was prepared by white folks. You know, this is the irony of it all.

Mr. MACDONALD. How do you know that?

Mr. MARSHALL. Because I got the description of what they were looking for before he was hired.

Mr. MACDONALD. I see.

Mr. MARSHALL. So he was hired to do what they had prepared, you know, and even if he wanted to suggest some different directions to get the maximum productivity out of it, he has a mandate and he needs to carry it out, or maybe he won't work no more.

Mr. MACDONALD. Lose his job up there?

Mr. MARSHALL. Yes.

Mr. **Macdonald.** I do think they have a legitimate complaint when they go through their training program and train somebody, that that person, being human and having family responsibilities, is easily hired away by commercial stations who have that much more money and who want, if you will pardon the expression, a token black to say "We hire blacks." I think that happens a lot in commercial TV.

Mr. **Marshall.** Smaller stations suffer the same kind of consequences and I don't think they should set themselves up as that being any special injustice to them.

Mr. **Macdonald.** There is a problem throughout the industry which is also shared by them and it seems to me, you correct me if I am wrong, it seems to me the figures I have seen, which Commissioner Hooks used this morning, that their record in hiring minorities is higher than that of the average employer in the country, am I wrong?

Mr. **Marshall.** I would not think so, no. It has been alluded to as being equal to commercial broadcasting.

Mr. **Macdonald.** Oh, it is better than commercial broadcasting.

Mr. **Marshall.** No.

Mr. **Macdonald.** No?

Mr. **Marshall.** No, Mr. Chairman.

Mr. **Macdonald.** I will have to look at the record, but I think it is.

Mr. **Marshall.** I was from Houston before I moved to Washington and at the public television station there and the public radio station, it is at the television station there were no blacks, and Houston is like 30 or 35 percent black.

Mr. **Macdonald.** I remember that incident.

Mr. **Marshall.** And the specific station, freedom, this kind of thing, no blacks.

Mr. **Macdonald.** How about Boston? You surprise me about that because I appeared on channel 2 and I have seen a black cameraman and once I had a black director and you see that their licenses have been challenged.

Mr. **Marshall.** Their license is being challenged this moment.

Mr. **Macdonald.** Has it been filed? I had not heard.

Mr. **Marshall.** Yes, it has been filed.

Mr. **Macdonald.** How long ago?

Mr. **Marshall.** I don't have dates handy, but I can get it back to you.

Mr. **Macdonald.** Well, it is not that important.

Mr. **Marshall.** The thing in that area is that, I think it was Mr. Gunn who chose to use this.

Mr. **Macdonald.** Well, he used to be general manager of channel 2.

Mr. **Marshall.** He used some portion of the language from the station's creed or whatever we might call it and it was interesting that that would be used from the station whose license was being challenged and who had just discontinued serving our community there, because, you know, there is a music that is identified as our music.

Mr. **Macdonald.** I wouldn't say that. I used to, but I think there are some pretty good white musicians who can hold their own with black musicians.

Mr. **Marshall.** We won't talk about where they got their expertise from.

Mr. MACDONALD. Well, they got it, I know where it came from, but I am just saying that you hit on something I happen to be very interested in and used to be very interested in, in my younger days, and there are white musicians that can sit in with any black band going and did, so jazz, has, I think, lost its connotation of "New Orleans" and "Dixieland" and "River Boat" and all of that and the other kind of houses besides the riverboat houses, that it is part of American culture.

What did they call Louis Armstrong, "The Ambassador of Good Will," and he was showing us the black cultural music, but he also had shown American life throughout the world and was beloved every place, not because he was black—well, partially, but also because he was playing pure American music.

Mr. MARSHALL. This is the one area that we can claim without as much question, you know, we get into classical.

Mr. MACDONALD. There is no question where it originates, yes.

Mr. MARSHALL. Yes. The one point I was looking for to come to:

> PBS regards WGBH in Boston as such a fine example that it cites its program selection policy at the beginning of its voluminous paper on minority concerns. WGBH's goals are stated to be to "contribute to a sense of community" among the "many different people" it must serve. Yet its public radio station has recently been challenged for narrowly limiting that "community" by dropping most of its jazz and public affairs programing and substituting more classical music.

Now, one thing, I had looked at one other thing here. As repeatedly pointed out, the failure to include blacks and other minorities in public broadcasting at the local level may be explained in part by the failure of national offices to provide leadership to full minority participation at all levels.

The sorry record of these agencies in recruiting, training, and hiring and promoting minorities must give way to new determination to live up to the fine language of all policy statements, affirmative action programs, equal opportunity commitment, and nondiscrimination clauses.

Now, I think that is important, that all of those things be brought into perspective to be dealt with.

Mr. MACDONALD. I have no further questions, Mr. Marshall, so if you care so, for a few minutes, elaborate on how the workshop would operate, I would be interested. You had asked me if I had thought about it.

Mr. MARSHALL. We have fine examples of now workshops operate.

Mr. MACDONALD. I know that.

Mr. MARSHALL. I am talking about children's television workshop and public affairs.

Mr. MACDONALD. Fine.

Mr. MARSHALL. I think if we took the example set by those two very productive instances and utilized them to produce minority program-care to, for a few minutes, elaborate on how the workshop would then seek foundation and public support for what they have produced, rather than, you know, it being a part of a general shopping list, because if I am producing this, you know I am going to certainly look out for what my productions have been to make sure they are told and supported and sponsored and this type of thing.

So you know the workshop concept has been developed in television productions, you know, from a community base. I think if we just followed the examples that have been set, that we don't need to get into then a lot of detail.

Mr. MACDONALD. In other words, it is not a new program in one sense, but it just covers another area?

Mr. MARSHALL. Right. One thing about that whole ascertainment thing it occurred to us, and I think it is included in the paper, that if public broadcasting would just use its airwaves to do ascertainment, you know, they just had their festival in 1975 and they set all kinds of marks in reaching the community to raise money.

So instead of having to continually be attacked by the community because it excludes so much of it, why can't they just do this on television and have a big blast to inform the people about, "What can potentially be shown or seen on public television and in public radio" and then encourage responses from the community based on what you presented.

You know, commercial television is also guilty. But, you know, they always talked about how many thousand per second or per 30 seconds, this kind of thing, but public broadcasting does not have the same kind of commercialization where they cannot afford to give up 4 or 5 or 6 hours. But you seem to be very familiar with public broadcasting since you watch public broadcasting.

Mr. MACDONALD. Yes.

Mr. MARSHALL. You know, this would not be a difficult task for them to air four or five pilots. I think some few think they should do it.

Mr. MACDONALD. I think they should, too.

Mr. MARSHALL. But not nearly enough of it. I don't know if mechanics exist for real input from the community to consider, they might get in and the community affairs director over here would take it and that is the end of it.

Mr. MACDONALD. If you are around Monday, I hope you come by or, if not Monday, thereafter, when they return, and we didn't have time because the bells were going then just as they are now. Public broadcasting has prepared a montage of local shows and that is what the room downstairs was set up for and we can, together, I mean all of us, take a look at what the local stations are doing, because obviously I don't know what they are doing out in, you know, San Francisco say or someplace like that.

This is supposedly—it was represented to me and I am sure it is true, representative of what local programing has been doing, and we can see if there is any minority programing included in it. I think after our overview hearings, they would be wise enough to say stick some in.

Mr. MARSHALL. It is always included, Mr. Chairman, at the proper time. If I would not expect it to be different, I will be back to view it and maybe we can discuss, you know, how many hours of this kind of programing is actually put on.

Mr. MACDONALD. This committee does react as you believe it to be. We live in a real world, too.

Thank you very much.

The hearings are recessed until Monday morning at 10 o'clock and I don't know which room. I think the main room, or hopefully in the main room on Monday, not tomorrow, since circumstances beyond my control stopped it. We will now meet on Monday.

[Whereupon, at 12:15 p.m., the subcommittee adjourned, to reconvene at 10 a.m., Monday, April 15, 1975.]

LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

MONDAY, APRIL 14, 1975

House of Representatives,
Subcommittee on Communications,
Committee on Interstate and Foreign Commerce,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to notice, in room 2318, Rayburn House Office Building, Hon. Torbert H. Macdonald, chairman, presiding.

Mr. MACDONALD. The hearing will come to order.

The first witness this morning is Mr. William Harley, president of the National Association of Educational Broadcasters. You are welcome again, Mr. Harley.

STATEMENT OF WILLIAM G. HARLEY, PRESIDENT, NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Mr. HARLEY. Thank you again, Mr. Chairman. It is good to be back before your committee. I have a written statement to submit for the record and would like to make a brief oral presentation on some of the major points.

Mr. MACDONALD. Without objection your statement will be made part of the record as if read.

Mr. HARLEY. Thank you.

The NAEB, as you know, Mr. Chairman, on many occasions has appeared before this committee to speak on behalf of public broadcasting and now in our 50th year of dedication to that cause we come before you in support of one of the most important and far-reaching legislative bills affecting public telecommunications.

On other occasions we have appeared as spokesman for public radio and television stations and now under our new mission as the national organization representing over 3,000 individuals engaged in public telecommunications, the NAEB desires to focus upon those aspects of H.R. 4563 which serve to insure not only stability and variety and opportunity for the public broadcasting system as a whole, but also for the individual professionals as well who make that system work: Engineers and artists, producers and directors, administrators and teachers, educational specialists and broadcast technicians—who are trained and dedicated professional craftsmen in the field of public telecommunications.

In our written statement NAEB supports long-range funding and at the level specified in S. 893. However, since this area has been dealt with extensively by earlier witnesses in these hearings, in this brief oral testimony, I want to highlight a few points that others have not stressed.

First, we applaud the innovation that a portion of the Federal funds to be distributed to stations would expand the scope of the Public Broadcasting Act of 1967 to include the development and use of nonbroadcast communications technologies for telecommunication technologies and permit the corporation to conduct research and demonstration and training in the use of such technologies for disseminating educational programs.

These provisions, we feel, are necessary and appropriate to allow public broadcasting to share in the development and use of advanced communications, including cable television and satellites.

A major goal of the new NAEB is to stimulate public radio and public television stations to become public telecommunication centers for the areas they serve and, therefore, we commend provisions in the bill which spur such developments and use of nonbroadcast technologies by public broadcasting stations, thereby improving and extending their capacities for service.

Provisions for developing nonbroadcast communication technologies should also provide valuable assistance for needed research functions in these new and complex telecommunications areas.

Last February a special conference of broadcast research experts, organized by NAEB, recommended creation of a National Telecommunications Research Council to provide coordination of research among all public telecommunication agencies, permit the dissemination of research information, encourage improvements in research and evaluation efforts and promote integration of research perspectives in general communications planning and operations. All of these goals and functions are fully consonant with aims and provisions in the bill which seek to promote research in any utilization of new telecommunication tools within the public broadcasting system.

Increased Federal moneys, under criteria which stress insulation from governmental pressure, independence by local stations and innovation in telecommunications usages will, in NAEB's judgment, also benefit the industry's people: By expanding job opportunities; permitting more intensive training of personnel; raising salary levels; and enhancing recruitment of new talent in noncommercial broadcasting and affording upward mobility for all practitioners regardless of race or sex.

Increased funds will permit adjusting to the crucial matter of salary levels within the industry as compared to the more financially secure commercial broadcasting. They will permit the employment of more women within the telecommunications field and provide more opportunities for members of minority groups to become communication specialists. They will encourage promotion of such individuals and foster the growth and development of fringe benefits and improved working conditions within public broadcasting.

In summary, the NAEB urges the passage of the proposed long-range funding legislation, together with an increase in the ceiling proposed for Federal funds, distribution of reasonable proportions of such appropriation directly to the stations and encouragement of the use of nonbroadcast communication technologies by public broadcast stations.

Such legislation will provide both stability and freedom to public broadcasters and will give new recognition to the critical role of local stations, not only in the nationwide public broadcasting system, but in the developing telecommunication media as well. Above all, it will sustain and support the energy and talent and maintain the continuing presence of creative professionals in this field.

The professional commitment that gives meaning to public broadcasting is to be found in individuals and only in individuals and ultimately it is their work and their cause which will determine the quality and the success of the public broadcasting system.

Passage of this legislation is crucial to that outcome. We, therefore, urge this committee to proceed at once to make long-range funding at long last a reality.

Thank you, Mr. Chairman.

[Mr. Harley's prepared statement follows:]

Statement of William G. Harley, President, National Association of Educational Broadcasters

Mr. Chairman and members of the Committee: I am William G. Harley, President of the National Association of Educational Broadcasters. Since 1925, the NAEB has pioneered in the development of educational broadcasting and all forms of public telecommunications. The NAEB has appeared on many occasions before this Committee to speak on behalf of the accomplishments and needs of public broadcasting and telecommunications. Now, in our fiftieth year of dedication to that cause, and on behalf of more than 3000 individual members, we come before you in support of one of the most important and far-reaching legislative bills affecting public broadcasting and telecommunications: the long-range funding of public broadcasting H.R. 4563).

On other occasions, we have appeared before you as spokesman for public radio and public television stations. Now, under our own new mission, as the national organization which represents individual professionals engaged in public telecommunications, the NAEB desires to focus upon those aspects of H.R. 4563 which serve to insure not only stability and variety and opportunity for the public broadcasting system as a whole, but for the individual professionals as well who make that system work. We speak for those thousands of working people—engineers and artists, producers and directors, administrators and teachers, educational specialists and broadcast technicians, men and women from both majority and minority groupings within our society—who are trained and dedicated professional craftsmen in the field of public telecommunications.

The NAEB has testified before this Committee at earlier hearings in support of long-range funding for public broadcasting. We have testified also before the Senate Committee which last month reported favorbaly upon S. 893, which, like H.R. 4563, would provide long-term Federal financing for the Corporation for Public Broadcasting by means of a five-year authorization and appropriation, would assure that a portion of those Federal funds is distributed directly to local public broadcast stations, and would expand the scope of the Public Broadcasting Act of 1967 to include the development and use of non-broadcast communications technologies for the distribution and dissemination of public radio and television programming. We strongly urge this Committee, in its consideration of long-range funding, to approve similar principles and provisions in order to assure increased alternative programming of excellence and diversity to an ever-larger number of Americans, and a public telecommunications profession with sufficient resource and compensation to match its talents and imagination.

Several years ago, the Carnegie Commission characterized one part of our profession in this way:

> The energies that are latent within educational television are immeasurable. The men and women who have committed their careers to educational television, and whose rewards have never been commensurate with their

efforts, have lost none of their devotion and have managed to maintain their enthusiasm. *Only the means are missing.*

Since that time, the Federal government has established and reaffirmed its commitment to what we now call public broadcasting and public telecommunications. The means available to professionals—those "men and women who have committed their careers" to these fields—have increased substantially. Yet the gap between professional skills on the one hand, and resources on the other, remains wide.

We believe that the legislative proposals before you in H.R. 4563 are, in major respects, a practical response to these needs. First, they would provide for insulated funding through a five-year authorization and appropriation to CPB. We believe that such insulated funding, at the realistic annual ceilings contained in S. 893 (as reported favorably by the Senate Committee), is essential to permit substantial increases in the ability of organizations in public broadcasting to attract and keep the professionals they need. The record shows that community service grants, which the stations receive from CPB, make it possible for them to invest in upgrading staffs. The difficulties of recruiting, training and utilizing people on a year-to-year basis are overwhelming; annual or biannual authorizations simply compound these difficulties. A five-year authorization and appropriation would be a practical way of recognizing that *people* are the heart of public broadcasting, and that *people* count. We endorse the requests of those organizations now representing public radio and public television stations that the ceiling in Federal matching funds should be increased to the levels which are specified in S. 893, as reported. Only such ceiling levels would have meaningful impact on the system with respect to available local matching funds and inflationary costs. The ceilings proposed in the administration bill now before this Committee are too low and do not reasonably allow for the continued growth of the public broadcasting system through the incentive of local matching funds.

The formula of a 40% Federal match of the entire system's non-Federal income provides a stimulus for non-Federal financial support, as well as a guarantee that Federal funding will not dominate the system. By tying Federal support to increased nationwide non-Federal support, the bill effectively stresses the importance of local funding efforts and indiivdual station initiatives. But these sound objectives are frustrated if the ceilings are so low that these incentives for local initiative are removed. The NAEB desires to underscore also that these increased annual Federal ceilings, as specified in S. 893, are maximum appropriations only, and could be reached only by dedicated and intensive efforts by public broadcasters on non-Federal levels. It is just such efforts which should be encouraged by the Congress, so that the funding base for public broadcasting will continue to remain local and non-Federal in nature.

In the NAEB's view, the proposed legislation properly specifies that a reasonable portion of each annual appropriation to CPB will be designated for distribution to local public radio and television stations. These provisions preserve the principles of localism which were a cardinal premise of the Carnegie Commission's Report, and the Public Broadcasting Act of 1967.

The NAEB also applauds the provisions in the bill which permit the use of funds accruing to the stations to be used to develop non-broadcast technologies, and which permit CPB to conduct research, demonstration and training in the use of such technologies for disseminating educational programming. The NAEB believes that these provisions are necessary and appropriate to allow public broadcasting to share in the development and use of advanced communications, including cable television and satellites, and thereby improve its service to its listening and viewing public. A major goal of the new NAEB is to encourage and expand uses of the developing technologies in communication, and to stimulate public radio and public television stations to become public telecommunications centers for the areas they serve. We at the NAEB are of the opinion that the provisions in the bill now under consideration, which spur such development and use of new non-broadcast technologies by public broadcast stations, are wholesome proposals and will hopefully lead to greater awareness and utilization of all forms of telecommunications by public broadcasting facilities. This innovative expansion of the scope of the Public Broadcasting Act of 1967 may in the long run prove to be the most fruitful and beneficial in terms of varied and creative advancements in telecommunications, including public broadcasting.

The provisions in the bill relating to development of non-broadcast communications technologies should also provide valuable assistance toward the creation and utilization of research functions in these new and complex telecommunications areas. Last February, a special conference of broadcast research experts, organized by the NAEB, with the assistance of the Johnson Foundation and CPB, was held at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin. This conference, which strongly recommended the immediate creation of a national public telecommunications Research Council, grew out of concerns among professional public broadcasting research interests around the country that there is a pressing need for coordination and improvement of such efforts. Such a Research Council would provide coordination of research policy among all major public telecommunications agencies, permit dissemination of research and evaluation efforts and promote integration of research perspectives in general public telecommunications planning and operations. The conference recommended that the Research Council should be made up of representatives from national public broadcasting organizations and other public and private institutions with responsibilities in public broadcast research, that the Council should be supported by the agencies represented, that it should be housed under the auspices of the NAEB, and that a special Professional Emphasis Group should be developed within the NAEB to represent the specific interests of those concerned with research and evaluation in public telecommunication. This conference also recommended designation of a group of regional consultants, formation of special research training teams, the initiation of a series of regular research seminars, and the establishment of a research information clearinghouse. All of these goals and functions are fully consonant with the aims of the provisions in the bill now under consideration, which seek to promote research in, and utilization of, new telecommunications tools within the public broadcasting system.

Increased Federal monies, under criteria which stress insultation from governmental pressure, independence by local stations, and innovation in telecommunications usages, will, in the NAEB's judgment, encourage broader opportunities for individual participation in non-commercial broadcasting, and insure high professional standards and upward mobility for all practitioners, regardless of race or sex. They will permit more intensive efforts in the training of personnel, both for those who decide to stay within public broadcasting and for those who wish to secure their basic education in public broadcasting and move on to other communications endeavors. They will provide greater job opportunities within public broadcasting. They will permit fresh attention to the crucial matter of salary levels within the industry, as compared to the more financially secure broadcast industry. They will permit the employment of more women within the telecommunications field, and more opportunities for members of minority groups to become communications specialists and professionals. They will encourage the promotion of such individuals, and will foster the growth and development of fringe benefits and improved working conditions within public broadcasting.

Such progress will not of course take place automatically. Thus, the NAEB on behalf of its individual membership has embarked on a series of programs designed to encourage and enhance that process. The brief summary of such activities which we describe below stresses the range of our concerns and goals:

Each year, the NAEB conducts a series of Educational Broadcasting Institutes, two to four day seminars on such subjects as the rights, responsibilities and regulation of broadcast stations; the design of effective instruction; supervisory management; community ascertainment; film production for television; fiscal management; proposal writing; lighting for television; audio design and production; cable television and education; and human relations in personnel management.

The NAEB sponsors or participates in a number of national and regional conferences each year, designed to encourage the interchange of ideas and information among practitioners of various telecommunications skills, e.g., the 1975 Conference on Instruction, to be held in May on both the East Coast and the West Coast; and the Association's annual Convention, which will be held in Washington, D.C., next November.

The NAEB conducts a Personnel Placement Service, which endeavors to match people with positions, to ensure that prospective employers have available a pool of qualified talent from which to draw, and to give opportunities for the dedicated professional to advance in his or her chosen field.

The NAEB has implemented an Affirmative Action Policy, not only for its own headquarters organization, but also for use by the whole telecommunications field in order to encourage improvement in performance with respect to the recruitment, training and advancement of minorities and women. To this end, too, the NAEB has formed a Committee on Women's Activities which publishes its own newsletter and has caused to be adopted a series of action programs designed to improve the status and role of women in public telecommunications. The NAEB also maintains an active leadership position in efforts to expand employment and promotion of minorities.

The NAEB engages in research designed to explore new areas of interest in public telecommunications, e.g., a recent project fo rthe Office of Education on Open Learning Systems.

The NAEB also conducts special projects of particular interest to identifiable groups within its individual membership e.g., a contemplated advanced management training course to be held at the Harvard Business School; and the establishment of NAEB chapters of student members to focus upon increased student involvement in NAEB operations and upon new services for students who are members of the NAEB.

The NAEB publishes a number of journals and papers, including the *Public communications Review*, a bi-monthly newsletter, an annual directory of people and institutions in the field, and a series of letters developed by and directed to individuals in specific skills areas—what we call our Professional Emphasis Groups, or PEGs—such as Graphics Design, Programming, Engineering, and Instruction.

All of the foregoing interests and concerns are directed toward the individual professional in telecommunications, and none of these activities have meaning or value without the active participation and dedication of these professionals. No broadcasting system of excellence or diversity is possible without the energy and talent and presence in such creative individuals.

This is why the NAEB urges so strongly the passage of the proposed long-range funding legislation, together with an increase in the ceilings now proposed for Federal funds, distribution of reasonable portions of such appropriations directly to the stations, and encouragement of the use of non-broadcast communication technologies by public broadcasters. Such legislation will provide both stability and freedom to public broadcasters, and will give new recognition to the critical role of local stations, not only in the nationwide public broadcast system but in the developing telecommunications media as well. An increased funding commitment to public broadcasting will serve to guarantee that individual professionals will remain in public broadcasting and continue their pursuit of excellence. Such increased funding commitment will likewise serve to permit public broadcasters to devote more of their time and energies to critical nonfunding issues in public broadcasting, such as the proper type and scope of programming for this unique system, and the particular networking and ownership structures which will best achieve public broadcasting's goals.

The professional commitment that gives meaning to public broadcasting is to be found in individuals, and only in individuals. Ultimately it is their work, and their cause, which is most affected by this committee's deliberations upon the proposed legislation. Passage of this legislation, for the reasons, and in the manner proposed above, is crucial and we urge this committee to proceed at once to make long range funding at long last a reality.

Mr. MACDONALD. Thank you very much, Mr. Harley.

I really have just one question that puzzles me a little. I guess you probably answered it before, but if you have, I have forgotten. What is your relationship, say, with people such as Mr. Coffey, president of the Association of Public Radio Stations? Do you have one or are you a coequal?

Mr. HARLEY. We are friendly.

Mr. MACDONALD. Well, I know you are friendly, but I was wondering about your relationship.

Mr. HARLEY. We are friendly colleagues. There is no official corporate connection whatsoever. But, as you perhaps recall, Mr. Chairman, in previous years the NAEB represented the noncommercial radio stations and noncommercial television stations. Two years ago these divisions of the association, elected to make new arrangements and the television stations merged with the Public Broadcasting Service and the qualified radio stations, that is, those that the Corporation feels are qualified for Federal funds, formed a new association of their own, called Association of Public Broadcasting Stations and Mr. Coffey is president of that.

Mr. **Macdonald.** And you are a separate entity?

Mr. **Harley.** Ours is a separate organization that represents the individuals in the field, a professional society of workers in the public telecommunications system, so, in effect, we represent the people who work on the staffs of the stations in PBS and APRS.

Mr. **Macdonald.** Are you kind of a labor union?

Mr. **Harley.** No, it is not a labor union. It is a professional society.

Mr. **Macdonald.** That is like a union.

Mr. **Harley.** Yes, but we don't consider ourselves as a trade union.

Mr. **Macdonald.** In other words, some people could be represented twice, once by Mr. Coffey's outfit and yours?

Mr. **Harley.** That is right.

Mr. **Macdonald.** I think it is a great idea, but what is the "why" of it? Why do you have it?

Mr. **Harley.** Well, I think there is merit in an organization that is independent of the other broadcasting organizations which are management-oriented. Ours tends to be employee-oriented.

Mr. **Macdonald.** They would be interested in the questions I and the subcommittee had about hiring practices. Do you have any questions?

Mr. **Harley.** Well, I would like to commend the attention you have given to minority employment and the programing in public broadcasting. We agree that public broadcasting should be held accountable for its record in this area and that its record should be examined over the course of 5 years and that there ought to be substantial improvement in that record.

NAEB is a society that is dedicated to the well-being and the professional fulfillment of individuals and the raising of the standards of the professional and the levels of social responsibility in this field. Therefore, we have a very strong commitment to fostering the cause of equal opportunity among all individuals regardless of race or sex.

We think that the record is improving. It is not one that we are so proud of as we would like to be and our society is going to do all it can in areas of training, discussion, urging, evangelism—whatever we can do to help improve the record.

Federal funds will help, as I suggested, but there must also be a very strong commitment on the part of the industry and the leadership in this field. I think in the testimony you have had, you have seen an indication of the sincerity and earnest intentions of the leadership to improve that record and I am sure it will improve.

Mr. **Macdonald.** If you were to have a question, and I don't wish to embarrass you with your friends, but if you were to consider a criticism of the record up to now, would you say there was more to criticize on the level of hiring of women and as a part of minorities, but leaving that aside, to all other minority groups?

Mr. **Harley.** I think the other minorities. I think there are quite a few women coming in. We have a women's—I was about to say women's affairs committee—a committee concerned about women's employment, and it is very active and is working with the other national agencies in this area to increase the number of women involved and also to make them upwardly mobile within the industry.

I think that we have not done so well in employment of blacks and other ethnic minorities. We must give attention to this. This must include training opportunities so they can acquire the kind of experience both for entry and for career improvement within the field once they are involved, as well as a good deal of encouragement.

I think we need to go around to vocational people, to people in colleges and universities, and increase their efforts to get minority people involved in the educational system so that there is widespread attention to providing for the kinds of training and experience that minority people must have to succeed in this field.

We need them and we are going to try to get more and more of them involved and I am sure this record will improve.

Mr. MACDONALD. Well, I am going by your saying, "They ought to be doing this" and does this mean they have not been doing it?

Mr. HARLEY. There has been a good deal of effort, but we need to sustain it and continue it, I think, at a higher level than before.

Mr. MACDONALD. Well, I was impressed frankly by the testimony and the record built which was testified to, but have not had a chance to read everything that the record contains, but I assume they are doing better than they were. Have you had a chance to look at the testimony?

Mr. HARLEY. No, I have not seen it.

Mr. MACDONALD. I know you weren't here. You have not seen anything?

Mr. HARLEY. I do know the record is steadily improving, but we must do better. Our association is involved with a number of activities. For example, what we call educational broadcasting institutes, which are seminars given around the country in which we provide scholarships for women and minority members to attend, this is a means for upgrading the capacity of people already in the field.

Mr. MACDONALD. Since two groups is better than one, I think you can take this pretty much any way you want to, but do you have any suggestions in your breakdown representing the professional employees to be offered and as to any standards set by the corporation?

Mr. HARLEY. I don't have any data of the corporation.

Mr. MACDONALD. Do you have resources at your disposal that you could give us figures on?

Mr. HARLEY. Yes, we could try that.

Mr. MACDONALD. I would appreciate it.

Mr. HARLEY. Very good.

Mr. MACDONALD. It is not that I don't believe their figures, but, as I say, two are always better than one.

Mr. HARLEY. But, by and large, we rely upon the corporation to undertake that kind of inventory.

Mr. MACDONALD. Just one last question. As far as you are concerned, what you have given to us is pretty accurate?

Mr. HARLEY. I am sorry, I didn't hear you.

Mr. MACDONALD. I said that as far as you are concerned, and by "you" I mean your organization, the figures that were furnished by the Corporation and other people testifying are pretty accurate?

Mr. HARLEY. Yes, those are acceptable. I have no reason to doubt them.

Mr. MACDONALD. I know you don't doubt them specifically or in general, but are they up to date with the figures you have?

Mr. HARLEY. Yes, they are.

Mr. MACDONALD. Thank you very much, Mr. Harley.

The next witness is Mr. Robert J. Pitchell, executive director of the National University Extension Association.

STATEMENT OF ROBERT J. PITCHELL, PH. D., EXECUTIVE DIRECTOR, NATIONAL UNIVERSITY EXTENSION ASSOCIATION

Mr. PITCHELL. Mr. Chairman, I appreciate very much the opportunity to be here with you today.

In the course of my testimony I will have the opportunity to request that you insert in the record a long report which has been printed.

Mr. MACDONALD. Have I seen that report before?

Mr. PITCHELL. I believe you probably have.

Mr. MACDONALD. No, but I mean has it not been already introduced?

Mr. PITCHELL. I am not sure; this is my first appearance.

Mr. MACDONALD. Well, maybe it is not the same one as I thought I had seen. I am just informed it has been put in the record.

Mr. PITCHELL. That is fine. I have a brief statement then on the report.

Mr. MACDONALD. Fine.

Mr. PITCHELL. Mr. Chairman, I am Robert Pitchell, executive director of the National University Extension Association. I am here on behalf of the ACNO Education Study Task Forces and their chairpersons. Due to the rescheduling of this hearing the other chairpersons who were here on Friday, are unable to appear here today.

The chairpersons are:

Father Charles Fiore, consultant and educator, and Sister Rosemary Keegan, early childhood specialist, both of the National Catholic Education Association, Early Childhood Task Force;

Martha Gable, consultant to the American Association of School Administrators, and Harold Wigren, Educational Telecommunications Specialist for the National Education Association, Elementary-Secondary and Teacher Education Task Force;

Franklin Bouwsma, vice president of Miami-Dade Community College, Postsecondary Formal Task Force; and I chaired the Task Force on Adult Education.

Each of us as individuals wishes to go on record in strong support of H.R. 4563, the Public Broadcasting Financing Act of 1975, but with the understanding that we support the higher funding ceilings requested by the Corporation for Public Broadcasting. Three of our organizations are also on record in support of long-term stable financing for public broadcasting: American Association of School Administrators, National Education Association, and the National University Extension Association. We hope to provide you with some substantial reasons for supporting long-term funding at the level requested by CPB.

This committee has heard expert testimony on the mechanics of the funding bill and there is really nothing I feel qualified to add. However, what I bring to this committee today is a brief report on the results of a far-reaching study of the future role of the Corporation for Public Broadcasting in educational uses of public radio and television.

In the Public Broadcasting Act of 1967 the mandate to CPB read in part, "The Congress hereby finds and declares that it is in the public interest to encourage the growth and development of noncommercial educational radio and television broadcasting, including the use of such media for instructional purposes." It was from this statutory interest in education that the study was commissioned by the Board of Directors of CPB.

The work of the four task forces began in March 1974 and was completed in December 1974. Members of the task forces were chosen for their qualifications in broadcasting, education, or related public concerns. They came from every section of the Nation. Minority and regional interests were well represented from the broad cross-section of America. Of the 55 task force members, representing 23 States, 44 percent were women, and 20 percent were members of minority groups. Their names and affiliations are attached to this statement.

In addition, the task forces involved in their deliberations more than 4,000 broadcasters, educators, and members of public groups. PBS, APRS, NPR, and CPB staff were also involved from the beginning. The final Advisory Council report was transmitted to the CPB Board and released publicly on March 26, 1975.

Along with these other participants in the study and the institutions they serve, I am looking to CPB to lead us in the implementation of the recommendations of the study. Increased funding support for CPB is critical to any such implementation because the Corporation has made it clear to ACNO that it has no funds under its current appropriation to devoe to the new educational projects and programs that the Council has recommended.

As an educator interested in new methods of delivery of instructional programing to students of all ages, I believe this study was undertaken at just the right time. Public broadcasting has made great strides in educational broadcasting, but it can do a great deal more. The response by educators to programs like "The Ascent of Man," "Inside-Out," "ZOOM," "Civilisation," "Sesame Street," and even "Masterpiece Theatre," indicates that there is an opportunity to extend the impact of educational programs by general broadcast and other related technologies.

There is an evident need for more quality educational programs as well as better use of what we have, so that students of all ages, from the young through the aging, receive the best available instructional programing. All of these factors were weighed heavily in the deliberations of the task forces.

Mr. Chairman, I was going to ask that this report be inserted at this point, but I am happy it is already in the record.

Mr. MACDONALD. I will agree to the request. There will not be an objection because I think it is in and, if it is in, I won't put it in twice.

Mr. PITCHELL. Thank you. Fine.

As you know, Mr. Chairman, no report, however detailed and documented, can be of real value unless its recommendations have merit and, when implemented, can bring the desired results. We need not take your time today to go into the details. They are in the record.

Instead, permit me to highlight several of the main recommendations, along with a few specific examples of how implementation of the study will affect us all.

Two overriding concerns emerged from the deliberations of all four task forces. One was that there is an imperative need for CPB to bridge the gap that has traditionally existed between broadcasting and education by building a working partnership to serve common purposes. CPB is not a broadcasting station or educational institution. Rather, it is a unique organization for bringing education and broadcasting together, including the ascertainment of educational needs by local stations working with local educational institutions.

Second, recognizing and supporting the principles of cultural pluralism is a responsibility that broadcasters and educators must face in development, operations, and in programing. America is a multicultural Nation whose differences are as important as her commonalities.

More specifically the task forces were concerned with a number of other needs and problems relating to a more effective partnership between broadcasting and education.

The first of these specific concerns is that programs must be produced which will satisfy the needs of special clientele groups. The exceptional child, the unsupervised child, and the handicapped need to learn to cope with outside life situations which they are forced to face. Programs that help parents understand their children and grow with them are also needed.

The problems of the elderly—health, finances, nutrition, for example—can be more extensively dealt with by integrating their concerns into existing programs and then alerting them to the programs' availability. Between these ends of the spectrum there are literally millions of people who could benefit from improved instruction in the regular school systems, in occupational and professional fields, as well as in cultural settings.

New programs designed to educate and inform are needed, but there is also a need to make better use of what we have. As a good example of using what we have, The Ascent of Man provides entertainment for the general public, yet over 23,000 students are taking the course for credit through their schools' extension divisions, continuing education departments or as part of curricula leading to an academic degree. There are 250 colleges and universities using the supplementary materials developed through a consortium of the University of California at San Diego and Miami-Dade Community College.

Similarly, CPB should undertake activities to assist the professional development of educators and broadcasters engaged in educational broadcasting. Steps should be taken to insure the recruiting and training of women and minorities in educational broadcasting. The problem of rights clearance affects not only teachers, students, and libraries but producers as well, and must be dealt with for better utilization of programs.

Finally, community outreach activities must be expanded to reach people at all levels. To meet these emerging needs we must develop adequate delivery or utilization systems for the application of technology to education.

There is universal recognition that existing public radio and television broadcast media do not have the technical capability to satisfy the needs of all types of educational programing for all potential clientele groups. Use of public television for programs for neurosurgeons or electronics engineers would appear to be a gross waste of air time for extremely limited audiences on subjects which the general public is highly unlikely to comprehend. However, the use of other media systems for such programs can provide a resource of incalculable value to the participants.

In sum, the advisory council recommended that we look toward an eventual system in which public broadcasting stations serve a core function but which includes the capacities of multichannel cable, low-cost audio and video cassettes, the subchannel capacity of FM stations, further use of the instructional television fixed service, and other mechanisms as they become feasible. Multiple networks based on satellite technology are not only possible, but also likely. Experimentation is already underway.

The multimedia delivery system must be organized and operated within the framework of a utilization system which satisfies five important criteria:

One, high-quality progaming is essential to acceptance by institutions and effectiveness in learning.

Two, the cost of high-quality programing is acceptable when economies of scale are possible. Sesame Street would not have been economically acceptable if it had been produced for only 50,000 to 100,000 children.

Three, programs must be produced to satisfy the instructional needs of all age groups.

Four, there must be some user involvement in program development.

Five, the system must be organized to facilitate selection of programs by local educational institutions.

The final recommendation of the ACNO study may be the most important:

> **CPB should move at once to act upon these recommendations, initially by conducting a financial analysis, determining a calendar of specific actions, and assigning responsibility for developing funding . . .**

This points out the fact that this study has long-term requirements for full implemenation. It cannot be accomplished by one project. It represents a blueprint for long-term action by public broadcasting.

This recommendation also reflects our awareness that the study comes close to being a national ascertainment of education broadcast needs. Literally thousands of persons were involved, and those persons and their institutions and school systems are now waiting for direction from CPB so that they can begin to participate in the implementation of the recommendations.

Let me stress, Mr. Chairman, that the CPB board has not yet officially received this report—that will happen in May—so we are not here to criticize CPB. Instead, we wish to congratulate them for undertaking this unprecedented effort. We fully expect that the corporation will act positively if adequate funding is assured.

With increased long-term funding under H.R. 4563 which would provide the opportunity for planning, public broadcasters and educators can undertake a high-impact action plan for using telecommunications in education. My presentation today is on behalf of those persons across the country who have expressed high hopes and expectations for the implementation of our recommendation, if increased funding is secured. We firmly believe that it will usher in a new era in education at all levels in America.

Thank you very much, Mr. Chairman.

[The task force membership list follows:]

ACNO/CPB EDUCATION STUDY TASK FORCE MEMBERS

EARLY CHILDHOOD EDUCATION

1. Rev. Charles C. Fiore, O.P.—Co-Chairperson, Director, IDEA; Member, TSR Consultant, National Catholic Educational Association, Chicago, Illinois.
2. Sister Rosemary Keegan, S.L.—Co-Chairperson, Early Childhood Consultant, National Catholic Educational Association, Denver, Colorado.
3. Ms. Aida Barrera Close, Producer, KRLN-TV, Austin, Texas.
4. Ms. Evelyn Dyba, Communications, Broadcast Productions, Public Relations, Chicago, Illinois.
5. Mrs. Shirley B. Gillette, Director, Education Division, Educational Broadcasting Corporation, New York, N.Y.
6. Dr. Floyd Haberkorn, Assistant Executive Director, National Association for Education of Young Children, Washington, D.C.
7. Ms. Neith Headley, Early Childhood Consultant, Association for Childhood Education International, Washington, D.C.
8. Dr. D. Dwain Hearn, Formerly Executive Director, American Association of Elementary-Kindergarten-Nursery Educators, Mineral Wells, Texas.
9. Dr. Marie Hopkins, Director, Department of Child Development, Marygrove College, Detroit, Michigan.
10. Mrs. Gwen Hurd, Project Coordinator, Child Development Centers, Denver Public Schools, Denver, Colorado.
11. Dr. Richard Meyer, Station Manager, KCTS-TV, Channel 9, University of Washington, Seattle, Washington.
12. Dr. Rose Mukerj, Coordinator, Early Childhood Division, School of Education, Brooklyn College of CUNY, Brooklyn, N.Y.
13. Mrs. Edna Oliver, Coordinator, Colorado Day-Care Council, Family and Children's Services, Denver, Colorado.
14. Dr. Alvin Simmons, Ph.D., S.M. Hyg., Harvard Medical School, Director of Public Health, New Bedford, Massachusetts.

ELEMENTARY-SECONDARY AND TEACHER EDUCATION

1. Dr. Harold E. Wigren—Chairperson, Educational Telecommunications Specialist, National Education Association, Washington, D.C.
2. Ms. Martha Gable—Associate Chairperson, American Association of School Administrators, Philadelphia, Pennsylvania.
3. Dr. Frederick Breitenfeld, Jr., Executive Director, Maryland Center for Public Broadcasting, Owings Mills, Maryland.
4. Mr. William Dale, Director of Educational Technology, Educational Development Center, Inc., Newton, Massachusetts.
5. Professor Martin Haberman, Department of Curriculum and Instruction, School of Education, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.
6. Mrs. Sara Harvey, Review Specialist, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.
7. Ms. Susan Kilmer, Manager, WFBE (FM), Flint Community Schools, Flint, Michigan.
8. Mr. Robert Lipscomb, President-Elect, Alabama Education Association, Teacher, Mathematics Department, Butler High School, Huntsville, Alabama.
9. Mr. Alex Mercure, Vice President for Regional and Community Affairs, University of New Mexico, Albuquerque, New Mexico.
10. Dr. Elinor Richardson, Director, ETV Programs, Los Angeles Unified School Districts, Los Angeles, California.
11. Sister Leo Vincent Short, Executive Secretary, Elementary Department, National Catholic Educational Association, Washington, D.C.

12. Mrs. Mary Skelton, Chairman of Washington State Educational Television Commission, Seattle, Washington.

13. Ms. Marian P. Tignor, Language Arts Consultant and Faculty Tutor, Washington International College, Washington, D.C.

14. Dr. Harold Wilson, Associate Superintendent for Instruction, Arlington County Public Schools, Arlington, Virginia.

POST-SECONDARY FORMAL EDUCATION

1. Mr. Franklin G. Bouwsma—Chairperson, Vice President for Instructional Resources, Miami-Dade Community College, Miami, Florida.

2. Mr. Luis Alvarez, National Executive Directors, Aspira of America, Inc., New York, N.Y.

3. Dr. Robert Filep, Director, Learning Systems Center, University of Southern California, Los Angeles, California.

4. Dr. W. Todd Furniss, Director of the Office of Academic Affairs, American Council on Education, Washington, D.C.

5. Mr. Peter Goldschmidt, Special Assistant to the President, University of California, Washington, D.C.

6. Dr. Samuel Gould, Chancellor Emeritus, State University of New York, Sarasota, Florida.

7. Ms. Gladys Hardy, Secretary of the University of Massachusetts, Amherst, Newton, Massachusetts.

8. Dr. Jessie Hartline, Professor of Economics, Rutgers University College, Formerly Director of Open University Program, Highland Park, New Jersey.

9. Mr. Tim Higgins, Student (Representative-National Student Association), University of Wisconsin-Madison, Madison, Wisconsin.

10. Dr. Armand Hunter, Director, The Continuing Education Service, Michigan State University, East Lansing, Michigan.

11. Dr. Blyden Jackson, Associate Dean, Graduate School, University of North Carolina, Chapel Hill, North Carolina.

12. Dr. Calvin B. T. Lee, Chancellor, University of Maryland, Baltimore County Campus, Baltimore, Maryland.

13. Mr. Jack McBride, Executive Director of State University of Nebraska, Lincoln, Nebraska.

ADULT EDUCATION

1. Dr. Robert J. Pitchell—Chairperson, Executive Director, National University Extension Association, Washington, D.C.

2. Dr. Elizabeth Allen, Coordinator of Continuing Education, Nursing Education Department, American Nurses Association, Kansas City, Missouri.

3. Mr. Russell Allen, Assistant Director, AFL-CIO Labor Studies Center, Silver Springs, Maryland.

4. Mr. Robert A. Avina, Director, Bexar County Adult Education, San Antonio, Texas.

5. Dr. Barbara A. Chandler, Education Program Specialist, Division of Adult Education, U.S. Office of Education, Washington, D.C.

6. Mrs. Beverley Dopler, Assistant Supervisor, Business Education-Adult Programs, Fairfax Public Schools, Fairfax, Virginia.

7. Mr. Boris D. Frank, Manager, Special Projects and Development, WHA-TV, University of Wisconsin-Extension, Madison, Wisconsin.

8. Dr. Lawrence T. Frymira, Executive Director of New Jersey Public Broadcasting Authority, Trenton, New Jersey.

9. Ms. Dolores M. Harris, Director, Adult and Continuing Education, Glassboro State College, Glassboro, New Jersey.

10. Mr. Donald R. Larson, Executive Assistant to the Chancellor, Oregon State System of Higher Education, Eugene, Oregon.

11. Dr. Charles H. Lawshe, Vice President Emeritus, Purdue University, West Lafayette, Indiana.

12. Dr. Mary C. Mulvey, Supervisor, Adult Education Department, Providence Public Schools, Providence, Rhode Island.

13. Mr. Fred E. Voss, Director, Multimedia, Management Education Systems, American Management Associations, Inc., New York, N.Y.

14. Dr. Ellen Winston, President, National Council for Homemaker-Health Aide Services, Raleigh, North Carolina.

Mr. **Macdonald.** Thank you, sir.

I think you have raised a couple of matters which have not been raised and, frankly, I don't think this committee or anyone else has given it enough attention. I couldn't agree more with what you have to say on page 4 in the next to last paragraph:

> That programs must be produced which will satisfy the needs of special clientele groups. The exceptional child, the unsupervised child and the handicapped need to learn to cope with outside life situations which they are forced to face.

This is because all kids are different and all parents are different. But I think educational broadcasting, if it can just do that, it would justify the advantages there alone, because these are groups that are just completely overlooked. I have noticed that every once in a while now for the deaf people they will have someone with sign language to translate the news, but it is a very minor effort and I don't mean by the people doing it, but I mean the extent of it.

Now, none of that is being done now, am I correct, for the unsupervised child and handicapped child or just handicapped, period?

Mr. **Pitchell.** I believe there may be some produced locally for local purposes. I would not know the extent to which such programs might exist. I think we know there are no national programs, that is, very high-quality programs produced for national distribution. Again, if the other chairpersons of the other task forces were here, it would be easier to refer matters relating to child education to persons who are specialists in those fields.

Mr. **Macdonald.** That flies a little in the face of what you said about Sesame Street. It couldn't have been acceptable if it is produced for only 50,000 or 100,000 children. How do you reconcile those two statements?

Mr. **Pitchell.** I understand why Sesame Street had a broad general appeal, through which it could be come economically feasible, but some of these programs for the handicapped would not have that broad an appeal. There is nothing exceptional to them.

Mr. **Macdonald.** By them you mean not a high IQ?

Mr. **Pitchell.** Both of them, the handicapped and exceptional children with high IQ's.

Mr. **Macdonald.** What do you call exceptional children?

An exceptional child has an IQ of about 180 and that is an exceptional child and he does not need much help, I should think. Maybe he does. I don't know. I don't have any and I was not one. But I have seen retarded children and they certainly need help and interest.

I don't know how big an audience a program like that would have. It does not really matter, I don't think, for educational broadcasting that it should have that million audience so long as it does the job it is supposed to do. Do you agree with me?

Mr. **Pitchell.** Yes, sir. I think we have to shift to the part of the statement that deals with utilization systems. It seems to me that when we look at the problem in terms of multiple mechanisms, some things could be done by closed-circuit, and other fixed instructional systems to assist special groups which do not number into the millions of people.

Mr. **Macdonald.** Well, you are talking about neurosurgery and electronic engineering, I couldn't agree more, that is just an adjunct to those people, but this can apply to a good deal of the education of the children that you single out and you say, "No, no, not if anything is done except on a local level," and you are not sure about how much of that is done, is that right?

Mr. PITCHELL. Correct.

Mr. MACDONALD. I would just like to recommend to you that you have heard CPB as I have, that they will do what they can, when and if they get proper funding in that area, because I think it is a much neglected area.

The other thing, when I read the list of the witnesses that were to be here, if they go into education matters, which I guess you envision?

Mr. PITCHELL. Right, we are educators, right.

Mr. MACDONALD. Well, is there any possibility, I am not trying to raise something that is not there, hopefully, but would you run into problems of separation of church and state if you decide to have educational programs for parochial schools? I see your leadoff witnesses were going to be Father Charles Fiore and Sister Rosemary Keegan, National Catholic Education Association.

Mr. PITCHELL. Yes, first of all, they were representing Early Childhood, which could be part of a preschool class in the parochial system as well as in the community and in our public school systems. Honestly, sir, I am not a constitutional lawyer. I am not sure of my footing in dealing with constitutional questions relating to religious schools.

Mr. MACDONALD. Well, I don't expect a 100-percent answer from you on this.

Mr. PITCHELL. I believe that Sesame Street is being used in environments such as that now without any legal challenges, but I am not positive.

Mr. MACDONALD. I am talking about educational programs that are set, say, in parochial schools, what will happen if that is involved, separation of church and state?

Mr. PITCHELL. I wouldn't think so. I would think that is a constitutional question. I don't feel qualified to deal with it as a constitutional question, but I would not think it would be relevant any more than textbooks produced commercially would be prohibited.

Mr. MACDONALD. They do have books that are in violation and we have fought that in the Congress for a long time.

Mr. PITCHELL. Well, I would think that religious programs would not be able to be produced through this mechanism.

Mr. MACDONALD. I am not talking about religious programs, but do you know about the arguments of the separation of church and state?

Mr. PITCHELL. Yes.

Mr. MACDONALD. I have nothing to do with that, but parochial schools helping people with their education and people who have a feeling against that, that it is a violation of children and state under our Constitution, yet it is in the Constitution. Well, if you don't feel qualified in this area, maybe I can write a letter if you have somebody that you think is qualified.

Mr. PITCHELL. I will be very happy to make such a response, if possible.

Mr. MACDONALD. Do you have anything further?

Mr. PITCHELL. No, sir. Unless you have further questions?

Mr. MACDONALD. I think you can rally some forces to our side to work on this, and have them just get in touch with some of the committee members and let these groups hear about funding.

Mr. PITCHELL. We expect to make this effort.

Mr. MACDONALD. Thank you very much.

Mr. PITCHELL. Thank you.

Mr. MACDONALD. The next witness is Jack Golodner, executive secretary, Council of AFL-CIO Unions for Professional Employees.

STATEMENT OF JACK GOLODNER, EXECUTIVE SECRETARY, COUNCIL OF AFL-CIO UNIONS FOR PROFESSIONAL EMPLOYEES, ACCOMPANIED BY SANFORD WOLFF, EXECUTIVE SECRETARY, AMERICAN FEDERATION OF TELEVISION AND RADIO ARTISTS AND ACTORS

Mr. GOLODNER. I am joined this morning by Mr. Sanford Wolff, executive secretary of the American Federation of Television and Radio Artists and Actors.

Mr. Chairman, I want to thank you for this opportunity to appear. With your permission, you have my statement and I wonder if it can be placed in the record and I can excerpt.

Mr. MACDONALD. Without objection it is so ordered.

Mr. GOLODNER. Mr. Chairman, I appear here today on behalf of the AFL-CIO and the Council of AFL-CIO Unions for Professional Employees, both early supporters of public broadcasting and, since its inception, continuous supporters of its expansion.

I know that the AFL-CIO needs no introduction here but, perhaps the council for professional employees does. The council comprises 19 national and international unions representing more than 1 million men and women in the professional fields. Among the members of these unions are engineers, nurses, teachers, college professors, medical doctors and others in the professions. In addition, the unions of our council serve the many thousands of actors, musicians, dancers, singers, broadcast technicians, writers, and others who are the foundation of our Nation's broadcast system. Public broadcasting is a device for communicating—an important device. But it is these people who give it value.

Two years ago I had the privilege of bringing to this committee the testimony of our council and the AFL-CIO. At that time I reported to you our enthusiastic endorsement of long-range financing for public broadcasting "free from the shifting winds of political budgetmaking." H.R. 4563 provides that kind of financing and, in this regard, we fully support it. We also support the higher ceilings for Federal contributions endorsed by the Corporation for Public Broadcasting and others and we urge that you amend H.R. 4563 to provide for these higher ceilings.

We ask you to consider other changes in the bill as well. They incorporate concerns that we have expressed here and on the Senate side many times before. We offer them now in the belief that they will strengthen the bill before you and further the healthy development of public broadcasting.

When I last testified 2 years ago, I presented to this committee a statement by Andrew J. Biemiller, director of the Department of Legislation of the AFL–CIO, calling attention to the growing influence of foreign-produced programing on public television's schedule:

> We don't think this public showcase should ignore the contributions of American writers, American directors and producers, American artists and musicians and American technicians.

Mr. Biemiller said, adding,

> We believe the Congress should require CPB to take steps to increase the number of cultural, dramatic and musical programs featuring American talent and artists and produced in the U.S.

We believe, Mr. Chairman, this committee saw the dangers inherent in the American public television system becoming overly dependent on cultural fare produced abroad. Though it did not recommend specific legislation 2 years ago, the committee did remind the public broadcasters in its Report 93–324 that "high quality production facilities, talent and program ideas are available in the United States and are going unused." The committee cited the country's international trade situation for consideration in the acquisition of programing. We believe that, today, there is another matter of serious concern to be considered: mounting unemployment.

Given today's economy and mounting unemployment, this point must be given additional emphasis. Can we really justify the expenditures of taxpayer money for foreign productions while American talents search for opportunities to leave the unemployment lines for meaningful employment? I think not.

We believe that the CPB took the committee's suggestion to heart. We find little to fault in its production grants over the past 2 years. We wish we could say the same for the activities of PBS, its affiliated stations and corporate underwriters.

Largely because of their programing decisions, foreign-produced programs have continued to be the heart of the cultural and performance schedule—the basic staple of the prime time hours in public TV. We estimate that in the year ending June 30, 1973, foreign-produced programing accounted for more than a third of the air time devoted to this category. Figures supplied us by CPB show that in the year ending June 30, 1974, 33.4 percent of the hours devoted to cultural and performance programs were devoted to foreign-produced material. In drama alone, foreign programs accounted for 63 percent of the air time despite efforts by CPB to encourage domestic productions such as "Theater in America," and I understand they are planning additional ones.

As if to emphasize public broadcasting's dependence on overseas products for its prime time hours, PBS orchestrated 11 evenings of "showcase" programing last month aimed at attracting new subscribers by demonstrating what is considered to be representative of public broadcasting at its best. Illustrative of this PBS effort is the evening schedule for 1 week on WETA Channel 26, here in the Nation's Capital: 39 programs—34 imports.

Ninety percent of the available air time between 8 p.m. and midnight was devoted to programs produced overseas. Along with my testimony, Mr. Chairman, we have listed the scheduling for that week on WETA.

Mr. MACDONALD. Without objection that will be included in the record.

Mr. GOLODNER. Thank you very much.

[The program schedule referred to follows:]

WETA PROGRAM SCHEDULE—PRIME TIME, WEEK OF MARCH 9-15

SUNDAY

8:00 p.m.	NOVA, WGBH—BBC.
8:30 p.m.	Masterpiece Theatre, Imported.
9:30 p.m.	Inside the World of Jesse Allen.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python (comedy), Imported.
11:30 p.m.	Sherlock Holmes, Imported.

MONDAY

8:00 p.m.	Washington Straight Talk.
8:30 p.m.	The Romantic Rebellion, Imported.
9:00 p.m.	"A Pin To See the Peepshow," Imported.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

TUESDAY

8:00 p.m.	America, BBC.
8:30 p.m.	Ascent of Man, Imported.
9:30 p.m.	Interface.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

WEDNESDAY

8:00 p.m.	Vienna Philharmonic, Imported.
9:00 p.m.	"A Pin To See the Peepshow," Imported.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

THURSDAY

8:00 p.m.	Evening at Pops.
9:00 p.m.	A Family At War, Imported.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

FRIDAY

8:00 p.m.	Washington Week in Review.
8:30 p.m.	Wall Street Week.
9:00 p.m.	Masterpiece Theatre, Imported.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

SATURDAY

8:00 p.m.	Ascent of Man, Imported.
9:00 p.m.	"A Pin To See the Peepshow," Imported.
10:00 p.m.	"Shabby Tiger," Imported.
11:00 p.m.	Monty Python, Imported.
11:30 p.m.	Sherlock Holmes, Imported.

Mr. GOLODNER. In New York Channel 13 mailed solicitations for subscriptions in the form of letters from Jean Marsh, the British star of "Upstairs, Downstairs." The letters urged American subscribers to make tax deductible contributions to help pay for the program promising 13 new episodes next year if they would.

Such programing and solicitations led Washington Post critic Alan Kriegsman to a logical conclusion shared by many observers of American public broadcasting. "Apparently," Kriegsman wrote, "the moral is that if the American public will only cough up its fair share, British writers, actors, and TV crews can be kept alive and healthy for the duration."

Bill Marvel, in the National Observer, said the 11 evening "showcases" "ought to make viewers aware how dependent public television is upon the British for quality television drama" and John J. O'Connor, writing in the New York Times, noted that, "One result of public TV's * * * national fundraising campaign is to underline the system's heavy reliance on imported programing. It seems that when all else fails in putting together a respectable schedule, the first and perhaps only impulse is to grab a foreign production, preferably British."

Mr. O'Connor reviewed a BBC documentary on Beverly Sills, the American opera star, and concluded:

> When the American public has to rely on the British Broadcasting Corp. for an outstanding portrayal of a renowned American artist, something, somewhere is very wrong with the American system. It is no longer a matter of whether or not similar projects can be done here. They must be done.

Mr. Chairman, we have said before that we are not opposed to foreign-produced cultural programing appearing on the public system. Today I would like to reiterate that position. We consider high-quality foreign programing vital to the proper mix necessary for good, balanced programing in public broadcasting.

But, for several years now there has been an imbalance particularly in the major cultural and performance program category. This is an expensive form of programing, requiring as it does the talents and skills of many artists, craftsmen, and technicians, but it is the key to enriching prime time viewing and listening. American talent deserves a fair opportunity to participate.

In order to give them that opportunity, we must husband the financial resources to be made available under H.R. 4563 and insure that they are made available to aid and assist American artists, directors, film makers, performers, et cetera.

Just today, Mr. Chairman, I was given a letter from a producer of a public radio series in California and I think it underscores my point. This is a letter to the local of the American Federation of Musicians in Los Angeles. I will read part of it.

> This is to notify you that we will be unable to proceed with the scheduled recording for broadcasts of the Los Angeles Chamber Orchestra Concert on April 7th and 14th by National Public Radio.

It goes on to say:

> In conversation on March 25th with people in Washington, I was informed there were no funds available and that the NPR program "Concert of the Week," on which the chamber music concert would have been presented, will no longer secure American concerts, but will present European-produced programs only.

This kind of thing underscores my plea here today, that the limited Federal resources being made available for the public system, should be used to employ and utilize American talent.

For this reason we suggest that the legislation before you be amended to insure that the Federal tax dollar be used solely to develop and acquire program material made in the United States.

In addition, we urge that you remove any possible incentive for more foreign programing by providing that only non-Federal funds used to acquire or produce programs domestically could be considered in determining the amount to be drawn from the Federal Treasury. We see little merit in rewarding a public station or corporate underwriter that acquires or produces a program abroad with a match paid for by the Federal taxpayer.

In effect, we are asking that less than 30 percent of the total operating expenditures of the public broadcasting system, the Federal share, be reserved for the development and utilization of American creative abilities. We do not think this is unreasonable, particularly in light of present economic conditions. Neither do we believe this is chauvinistic. We think it reflects a proper regard for our own national creative resources and a civilized concern for their development.

A proper concern for the personnel who contribute so importantly to a quality public system must reflect a realistic regard for the economic needs of these men and women. The Carnegie Commission report, which laid the groundwork for public broadcasting in this country, noted that "It must be able to offer compensation to attract highly able people."

By passing H.R. 4563 at the higher funding level which we support and insuring that the funds are directed to greater domestic production as we have suggesteed, the Congress will do much to help public broadcasting meet this requirement.

But experience has shown that merely providing funds without also establishing appropriate guidelines for their use, does not assure fair compensation to those employed in a federally supported activity. For this reason Congress has found it necessary to approve and continue such measures as the Davis-Bacon Act, Walsh-Healey Act, and many other laws designed to insure that recipients of Federal funds will not compete with others and among themselves on the basis of cheap labor and at the expense of those employed.

A prime example is found in the basic legislation authorizing the National Endowment for the Arts. Enacted in 1965, and amended several times, Public Law 89-209 continues to provide that it shall be a condition of the receipt of any grant that the group or individual or the State or State agency receiving such grant furnish adequate assurances to the Secretary of Labor that all personnel employed on projects or productions which are financed in whole or in part by the endowment will be paid not less than the minimum compensation as determined by the Secretary of Labor to be the prevailing minimum compensation for persons employed in similar activities.

This provision has worked well with regard to the Arts Endowment, its grantees and the artists and craftsmen they employ. It has not limited the endowment's freedom or the freedom of the many cultural institutions it assists. It has enlarged the freedom of many creative people by assuring them fair minimum compensation for their efforts.

They are chosen to participate on the basis of merit rather than on a willingness to work cheaply. We believe such a provision will work as well for the public broadcasting system.

The long-range financing proposal which we endorse will not only assure public broadcasters the kind of budgeting that permits the kind of long-term planning and development so vital to quality programing, but it will also provide a measure of insulation from the political pressures that attend the authorization and appropriation process.

We approve of this because we want public broadcasting to be a truly independent broadcast system, independent of politics and independent of commercial interests but not independent of the people in the communities it serves.

The bill before you addresses only one source of pressure, the Congress. It does nothing to guard against the growing influence of private corporate interests on programing and station policy. This influence is exerted through the so-called underwriting process and through tax deductible grants made to individual stations. As a result, fiscal dependence on corporate largess is encouraged and places on the governing boards of public broadcasting are assured for corporate representatives. In addition, large portions of public broadcasting's prime time schedule is controlled, in effect, by Mobil, Exxon, or other commercial sponsors.

The Carnegie Commission feared this development and its report suggested, When the public television system we propose has been created, it would seem desirable for the corporate support to take the form of general grants rather than the underwriting of specific programs involving on-the-air acknowledgments.

When a corporate underwriter buys a program and gives it to the public system, its primary objective is not to encourage minority programing, to help develop domestic talents, or otherwise strengthen the programing of public broadcasting. If these were its objectives, it would contribute funds with no strings attached for use by the stations and the system as its administrators and leadership perceive public broadcasting's goals and needs.

Grants for specific programs are given to enhance a corporate image and this takes precedence over the mission of public broadcasting. This, we submit, is wrong and, for that reason, general grants should be encouraged and program grants prohibited in H.R. 4563. The matching provision of the bill will provide an incentive for the system to solicit general grants. Its application should be limited to such grants only.

Underwriting will no doubt continue, but surely it should not be encouraged with Federal matching funds.

At present we believe corporate underwriting provides less than 4 percent of the income for public television and radio. It will be far easier to end this practice now, as the Carnegie Commission suggested, than allow it to grow and public broadcasting to become more dependent on it. It takes little imagination to see a day when these corporate underwriters demand more for their dollar than a simple on-the-air acknowledgment.

Next will come the commercial "message"—that message which now consumes so much time on nonpublic television. The time to stop it is now, later may be too late.

Insulation from political and economic special interests? Yes, we favor it. But we do not favor insulation from the public. If the people's representatives in Congress are to cede some of their authority over this publicly supported system, we expect that they will, at the same time, insure that the people themselves will be heard more directly. Public broadcasting belongs to all the people—working people and their representatives, as well as businessmen and their managers; women as well as men; minority group members as well as white Anglo-Saxons. The boards and councils governing CPB and the public stations must reflect this diversity. Today they do not.

In addition, more must be done to insure that women, blacks, Latinos, native Americans, and others, who in the past have suffered exclusion from meaningful participation in broadcasting, are afforded new opportunities—not only to be employed, but to be employed in professional and policymaking positions. If this requires additional expenditures for recruitment and training, then so be it. It is essential.

Once again, let me remind this committee of the recommendations made by the Carnegie Commission when it first fashioned what has become our public broadcasting system. "An important part of the whole task for public television," the Commission states, "is the provision of opportunities for talented persons in all branches of programing and technology through association with production centers and broadcast stations. We believe that these centers should systematically provide inservice training and the Corporation should help them do so."

We are pleased that the system's hiring level of minority members has reached 12.2 percent. But we do not believe the system can truly reflect the standards and judgments of our polyglot nation until there are more minority group members in decisionmaking positions.

By way of summation, Mr. Chairman, we endorse long-range financing at the higher levels supported by CPB. But we suggest that this committee attach basic safeguards to insure that, during the next 5 years the public broadcasting system will grow to nurture American artistry; that it will be independent of economic as well as political pressure from special interests; that it will involve a broad cross section of the American public in its administration and that it will insure full participation from the citizenry it aims to serve.

That, Mr. Chairman, would be a public broadcasting system we can all be proud of.

Mr. MACDONALD. Thank you, Mr. Golodner. You are probably aware, maybe you are not, you know Andrew Biemiller, usually on the AFL–CIO line we see pretty much eye to eye. I think my voting record with them is maybe not 100 percent, but we are not all infallible so of all of the things I don't want to do is get the AFL–CIO mad at this bill. I don't mind if they get mad at me, but I don't want them to get mad at the bill.

I would like to point out a couple of things, which is probably a middle ground. As I recall, and I don't have notes, but as I recall, Mr. Hartford Gunn indicated when he testified last week sometime that the exports of programing from the United States have exceeded the imports, which is one subject that is on my mind.

I don't know how you correlate those figures. I don't know what programs he had in mind or anything else. I just know he gave a rough figure and I don't have his statement or my notes about it. But those two things anyway.

Well, first, I will go to the things we didn't agree on. I don't know if WETA is a typical station or not. You mention their programing, and quite properly, are labeled where the matters come from. We have the room set up to hear what the local stations are doing, and you may be right or you may be wrong.

I don't know if WETA is particularly typical of the country, although it ought to be, since it does represent our Capital City, but Washington in many ways is not typical of the country, I don't believe.

Also, I am not an expert on WETA, as I said many times, and I can't very well talk about it, for I can't see it very well where I live.

Another thing, public broadcasting spends not as much money as people think, but gets money free from the Federal Government and a lot of people are not able to see public broadcasting here at their homes.

Now, another thing you indicated about future plans, I just happened to be reading Variety over the weekend—quite a dull weekend—but I saw that "Upstairs, Downstairs" is on the commercial market and one of the networks is about to buy it, the way Variety read, and changing its name, which struck my eye to "Beacon Hill." So I don't know whether that is going to public broadcasting on going commercial.

Now, going to programing, a number of shows have come from England and a number of situations like this originate in England, but I understand your point that you feel there is too much importation and perhaps there is. It is true we have an open mind on that, I just don't know.

"Masterpiece Theater," which is all British, is pretty good, in my judgment. They do some good stuff. That does not mean we couldn't do it if we had the money. Up until now the production centers have been churning out stuff, you know, I think that they have done a fantastic job, as has commercial TV, which I give a belt to every now and then.

I think in the field of children's programing, commercial TV and public broadcasting have done very well indeed. I imagine it has been fantastic over the last 5 or 10 years.

But, be that as it may, there were a couple of things that bothered me. You suggested applying the Davis-Bacon Act to public broadcasting, according to your quote "not less than minimum compensation as determined by the Secretary of Labor to be the prevailing minimum compensation for persons employed in similar activities."

I would say, although once again I don't know because it didn't come up, I would think public broadcasting already lived up to that and, therefore, there is no need to stick a similar amendment to that in public broadcasting because I never heard of any complaint.

Now, you may have heard a complaint, I don't know but I have not heard a complaint that the people in there are being paid less than the minimum. My problems have been not with the minimum wage area, which you have reference to here in your statement, but the fact that they don't have enough money after they train them so that they should fully be raised far over their minimum to a position with top responsibility, or up to the top management people, and they are then siphoned off as employees on commercial broadcasting.

So, really, I don't think we need that amendment. I hope that we can cover your desires, which I understand perfectly well, in language in the report so that once we hit the floor we don't start amending the thing in such a way that it is, well, we would be acting like the Senate and everybody has a favorite thing that they stick in the bill.

I would hope before we get down to the nitty-gritty of putting the thing together that we have occasion for all of us to sit down together and come up with language along a strong line for the report and it won't do damage on the Floor of the House to have this preparation.

Mr. GOLODNER. I don't think, Mr. Chairman, that anything we suggested would endanger the bill. If it would, we would seriously have misgivings about offering any of these suggestions. If I could comment, I don't think we have disagreements in substance with the PBS or public broadcasting with regard to foreign programing.

We all recognize that our public broadcasting system has been terribly undernourished financially. Particularly with regard to the kind of programs that I am addressing myself to; that is, cultural performance programs, which are the most expensive type of program.

What we are, therefore, suggesting would assist our public broadcasters by making sure that the Federal moneys that are going to the system are not going to be siphoned off anywhere else, but will provide for domestic production and acquisition.

As I pointed out, Federal funds amount to less than 30 percent of the total operating budget for the system. I don't think what we suggest would close off "Masterpiece Theater." It is not denying anyone these high-quality foreign imported programing.

Mr. MACDONALD. Actually, if I could interrupt on that point, but actually, what you would be mandating to be spent on domestic is what comes out on your matching formula to just about that, all of the Government money, because they get about one-third Government money and two-thirds private. So the domestic production would take up the entire one-third that the Government was furnishing. I don't think that is quite fair.

Mr. GOLODNER. Well, in light of the fact that the other two-thirds in a large part of it, comes from the taxpayers as well because it comes from State money.

Mr. MACDONALD. It all comes from taxpayers, but——

Mr. GOLODNER. And the other part is voluntary contributions, for which there is tax benefit. The Federal Government is already in a sense providing an incentive for people who wish to give their money for foreign imported programing by allowing tax deductions on it. We are merely asking that 30 percent, and again I repeat I don't think it is an awful lot, one-third or less than one-third, should be used to encourage domestic productivity.

Mr. MACDONALD. Encourage, I agree, but encourage and sign them to what, what kind of contract after encouraging to get their skills, and they move on into commercial broadcasting. I don't blame the artists or producers or anyone.

Mr. WOLFF. May I speak to that?

The same artists in the main are performing on public television that perform in commercial television. I am not talking about the stars that we all know. I am talking about TV fine craftsmen, artisans, both technical and performing artists, who do work for public broadcasting on their projects when requested. It sort of ties in, sir, to the request that we make and I must say we make it very strongly and I don't think that we would relent with regard to Davis-Bacon language.

Mr. **Macdonald.** No, I don't care about Davis-Bacon, because they are already living up to that anyway.

Mr. **Wolff.** They are not universally throughout the country. No, sir; they are not. When we talk about Davis-Bacon, we are talking, not about minimum wage, but talking about prevailing wages in the areas in which production is available.

Mr. **Macdonald.** Available minimum wage.

Mr. **Wolff.** Prevailing union scales, that is correct.

Mr. **Macdonald.** Put it that way, fine. You mean to say public broadcasting is getting people that work underscale?

Mr. **Wolff.** Sure, in many areas, in many instances.

Mr. **Macdonald.** Technicians and the actors?

Mr. **Wolff.** Yes, sir. In most cases those persons are in this situation.

Mr. **Macdonald.** I am not talking about trainees now.

Mr. **Wolff.** I am not either. In most instances that we have come across, the stations utilizing the funds for production of domestic programs are not in most cases paying union scales. Certainly they are not for the technicians.

Mr. **Macdonald.** Well, I will ask some questions and get at those people when they come back.

Mr. **Wolff.** I think you will find, sir, they are not.

Mr. **Macdonald.** The last time, Mr. Goldwater always talked about the problem. That has all passed by. I know you have been burned badly by the commercial people.

"Once burned, twice wary." I don't think there is a similar situation here. If employment is as tight on the outside as they think it is, why would they work for PBS underscale?

Mr. **Wolff.** If employment is too tight?

Mr. **Macdonald.** Yes.

Mr. **Wolff.** It is because there is not much work.

Mr. **Macdonald.** I said it the wrong way. In commercial TV, for example, you would know about this, and I am just guessing, how many pilots do you think there are for everything you see on the air?

Mr. **Wolff.** At least a dozen, I would imagine.

Mr. **Macdonald.** I was going to say 15 or 20. They have to do that by scale, don't they?

Mr. **Wolff.** Yes, sir.

Mr. **Macdonald.** So there is more now than there has been, the movies never had it so good, if you believe Variety or anybody else, movies are on an upswing and Vegas and I don't guess that really hits the artists, at least the kind of artists you are talking about.

Mr. **Wolff.** If you are referring to rather recent reports in Variety concerning movies, they are talking about the box office, not a tremendous upsurge in employment. It does not reflect in employment; no, sir.

Mr. **Golodner.** The same thing is true in broadcasting.

Mr. **Macdonald.** The unions are always tough, let's face it.

Mr. **Wolff.** I don't think so. I think we are very reasonable.

Mr. **Macdonald.** I mean the unions can be tougher with an employer who is making exorbitant profits than they can with a guy barely hanging on by his teeth, because it is better to have a job than no job at all, even though it might not be the salary you want.

That is commensense and you people are very bright and have helped, I know unions have helped keep employers in business.

Mr. Golodner. We never believed in "out of work at high prices," Mr. Chairman.

Mr. Macdonald. Right. It once in a while happens and you read it in the headlines that a guy goes on strike who is being paid $8 an hour and that is the exception, not the rule.

I am saying this not to you, but just to let you know, and I know, also for the record, so you usually are very reasonable, but I don't understand that 30-percent thing.

I don't think it is very reasonable. First, you talk about isolation from any pressures and then you say "any pressure," except you use 30 percent, and I would think that is a pretty good pressure.

Mr. Wolff. Is it appropriate to point out that we are probably the only nation that does not have strong governmental restrictions for television with regard to what we call "play time," the number of hours in any given day, any broadcast day, in which foreign production may be utilized. This is true in Canada where they are getting highly restrictive and affecting our employment greatly.

Mr. Macdonald. I don't know as well as you do, but I do know the foreign countries are terrible on their quota system, there is no doubt about that.

Mr. Wolff. If I may, Mr. Chairman, I also would like to point out that withdrawing that 30 percent won't affect Mobil or Exxon. I don't really believe it would affect the production dollars that they are providing for foreign product.

Mr. Macdonald. Well, I am not saying, obviously, if you notice, Mobil and other oil companies such as Gulf, they never were terribly interested in public news programing or anything like that before the Arabs and before this criticism in Congress.

Now, especially when the crunch was on, they picked up Walter Cronkite, and the CBS News, for example, and you see ducks floating around where they have refineries and fishing right by the offshore drilling, you know.

Mr. Wolff. Very romantic.

Mr. Macdonald. That they are very great in service and all of that, which they do on commercials, so they can use commercials on public broadcasting, so this is the next best thing than saying, Those guys are not just a big cold corporation, but they have a heart and soul.

I don't think that fools too many people. You know, I for one am glad to see them put any kind of show on public broadcasting. It costs money and it comes out as a tax deduction and the Government is really paying for it, but in a round-about way. It is a business expense, I am sure.

We have gone a little afield from what I started on. One thing you did not read that I, for one, was pleased to see was on page 9, which of course will be in the record.

You did say that you were pleased that the system's hiring level of minority members has reached 12.2. I mean you bleed, but not with joy.

Mr. Golodner. I would like to read the next sentence.

Mr. Macdonald. You left that out, so I will leave the but out. So I mean it is not a situation where I don't think we can't work this out to give them the freedom that I think they need to make a best choice possible within their range of funding. I hope you give this argument, without the amendment part, to the appropriations committee.

Mr. Golodner. If I may, Mr. Chairman, I think a great deal more has to be done at the local stations.

Mr. Macdonald. You are not getting any argument from me about it. I think it is a problem that they had not thought about, they are so busy.

Mr. Golodner. I would hope so, but I would hope you can sort of remind them.

Mr. Wolff. Mr. Chairman, may I be permitted to give just this bit of information? We spent a day and a half here about 2 weeks ago in which Mr. Golodner and myself and at least two other people spent most of our time trying to convince members of the AFL–CIO, executive members, that quotas and restrictions were not the American way of doing it on public broadcasting. So we thought we would approach it from the dollar aspect. That is where the 30 percent comes from.

As you know, the labor movement is always prepared to negotiate, so we are not trying to destroy anything.

Mr. Macdonald. I understand you. Believe me, I understand you.

Mr. Golodner. I think earlier you mentioned the import and export situation.

Mr. Macdonald. I saw Mr. Gunn in the room. Just to carry that out, what was the import-export figure?

Mr. Gunn. Calendar year 1974, total of 115 program hours to 13 countries and during the same time period PBS broadcast a total 103 hours and 30 minutes. In other words, in calendar year 1974 we sold 11.5 hours more than required by the national system.

Mr. Wolff. That is not overwhelming.

Mr. Macdonald. No, it is not, but it is a win, they kicked the extra point.

Mr. Wolff. I wonder how much of those were public affairs and children's programs.

Mr. Macdonald. It is better to have it on that side than the other.

Mr. Golodner. I think Mr. Wolff raised an important point. We can import "Civilisation" and "Ascent of Man," which are all fine, and "Upstairs, Downstairs," all of which employ a lot of people, and carry big budgets and export low-budget public affairs programs or children's programing, which do not come near making the same kind of demands on talent and utilization of skills that these BBC programs like "War and Peace" and the like require.

So we are importing the big ones and we export, well, I don't know, because I have not seen Mr. Gunn's figures broken down in that way, and I don't know actually what we export and import. But I would guess the exports are relatively low employment programs. The point we want to make here is if we can help by setting aside this Federal portion, if we can help to encourage more productivity in the United States, we will thus export even more because there will be more products to export.

Right now we don't have that much to export in the cultural area where the big employment potential is.

Mr. Macdonald. Who can argue with that? I agree with you. We have not had the money yet and they say they have not had the kind of planned programing that will be that good. But also plus the fact that we have different setups, BBC being both commercial and private, I mean public over there, and we are not in the same situation in this country.

You see, part of it goes to commercial production like "The World at War." We have a unique separation here.

Mr. GOLODNER. I think there still will be, if our suggestion is adopted, a great deal of this high-quality imported programing on the public system. The underwriters will still be providing it.

Mr. MACDONALD. You were not here, but I think BBC is the most over rated thing since George Allen. You know, it is OK in some areas, but I don't know how anyone really watches it.

Mr. GOLODNER. Well, they do a good job of selling. They actively exploit their material and produce it there for exploiting in our market.

Mr. MACDONALD. What is over there might be very good?

Mr. GOLODNER. We are getting the cream. We need the money here to be able to not only succeed, but realizing that success is built on some failures, the kind of money to risk a failure on our public system as well. This is what we need and that is why we say this Federal money should be used here to help us to develop the kind of productive ability to compete around the world and we will improve on Mr. Gunn's figures, I assure you, with greater exports.

Mr. MACDONALD. I don't know if you read the letter from the group and I don't know if you want to put it in the record.

Mr. GOLODNER. I will, surely.

Mr. MACDONALD. We might very well have the entire letter.

Mr. GOLODNER. All right, I will submit it.

[The letter referred to follows:]

SANTA MONICA, CALIF., *March 25, 1975.*

MR. EDDIE TRUMAN,
American Federation of Musicians No. 47, Los Angeles, Calif.

DEAR MR. TRUMAN: This is to notify you that we will be unable to proceed with the scheduled recording for broadcast of the Los Angeles Chamber Orchestra concerts on April 7 and 14 by National Public Radio, (Varda Ullman and Gerald Zelinger, producers).

In conversations on March 25 with both Robert Bailey and Fred Calland of NPR in Washington I was informed that there were no funds available and that the NPR program "Concert of the Week" on which the Chamber Orchestra concerts would have been presented will no longer secure American concerts but will present European produced programs only.

This is an unfortunate circumstance brought about by lack of funds. As I understand it the European Music Festival broadcast tapes do not cost NPR any money. Considering the forthcoming Bi-Centennial and the need for exposing American artists and musical organizations this is cerainly an unfortunate situation. I was assured by both Bailey and Calland of NPR that they are unhappy about this and are trying to correct it.

I am just sorry that after all the time Martha Blaine of the L.A. Chamber Orchestra took to arrange for this we are unable to follow through. I hope the opportunity arises in the near future.

Sincerely,

GERALD ZELINGER.

Mr. MACDONALD. If you have nothing further, I thank you both very much.

Now we will look at the long-awaited local picture and it will make our staff and CPB and PBS happy.

[Film presentation. Summary follows:]

PBS NATIONAL AND LOCAL PROGRAM SEGMENTS

Prepared by WGBH, Boston
Length, 21 Minutes
Narrator, Jim Lehrer, WETA–NPACT, Washington, D.C.

LOCAL PROGRAMS

KRMA, Denver.—1. Esta Semana, 2. Open Channel, 3. On the Rockies, 4. Statement by Governor Lamm,[1] 5. Black Horizons, 6. Roots of Hope, 7. Feed Forward, 8. Garden to Shelf, 9. Eye Hear.

WJCT, Jacksonville.—1. Feedback, 2. Statement by Governor Askew,[2] 3. Today in the Legislature.

KLRN, Austin/San Antonio.—1. Carrascolendas, 2. Statement by Gustavo Garcia,[3] Member of Austin School Board, 3. Periodico, 4. Black American Sun, 5. People and Ideas, 6. Capital Gallery, 7. Newsroom 9, 8. Austin City Limits.

WQED, Pittsburgh.—1. People Pittsburgh, 2. WQED's Weekly, 3. Celebration, 4. Black Horizons, 5. Action Special: The Elders, 6. The Lively Arts, 7. A Dancer's Story.

WNPE, Green Bay.—1. Menominee.

WGBH, Boston.—1. Evening Compass, 2. Say Brother, 3. About the House, 4. Catch 44, 5. Hub City Hotshots.

NATIONAL PROGRAMS

(Shown at approximately 5-second segments)

Cultural

Theatre In America (Cyrano, Enemies, Feasting with Panthers, King Lear)
Hollywood Television Theatre (Opening)
Clarence Darrow with Henry Fonda
The Vienna Philharmonic
American Ballet Theatre
Sleeping Beauty
Great Performances (Herbert von Karajan, Leonard Bernstein, Artur Rubinstein)
Evening at Symphony
Soundstage (Dr. John's Swamp)
Big Band Cavalcade (Margaret Whiting)
Religious America
National Swimming and Diving Championships
Hello, Dali
Book Beat (Daniel Boorstin—The Americans)
The Japanese Film

Public Affairs

Firing Line (Clay Whitehead, Huey Newton)
Captioned ABC Evening News
Washington Straight Talk (Schlesinger, Rumsfield)
Black Perspective on the News (George Wallace)
The State of the Democratic Process (Senator Mondale, Senator Packwood)
Woman
Washington Week In Review
Behind the Lines

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[1] The program you just have seen is one of the continuing efforts of KRMA, channel 6, in Denver, to create a dialogue between the government and the citizens of Colorado. It is an important program. Programs like this are going on all across the Nation. It's an important concept, and I think it's a concept that ought to be continued.

[2] For the second straight year, Florida Public Broadcasting is providing our citizens a full scale view of a legislative session in action. The program called "Today In The Legislature," presents nightly summaries of each day's activities. Floridians can actually see, on a day to day basis, decisions affecting our state and its people being hammered out by their elected representatives. These are the types of programs which are a recognition of the public's right to know.

[3] My name is Gustavo Garcia. I am a member of the Austin, Tex., School Board. 12,000 of our children here in Austin are Chicano, and one of the programs used for instruction at the elementary level is "Carrascolendas." The children learn about their language, their people, and their culture from Carrascolendas; but above all, Carrascolendas helps them learn the skills they will need to successfully enter their adult li[illegible]

The Advocates
Senate Hearings on Campaign Activities
Presidential News Conference (March 6, 1974)
Spiro Agnew Reports to the Nation
Henry Kissinger's Confirmation Hearings
1974 State of the Union Message
President Ford's Swearing In Ceremony
Rockefeller Vice Presidential Nomination Hearings
UN Debate on the Middle East Crisis
Arabs and Israelis
Cuba, The People
World Hunger: Who Will Survive?
Canada: Not For Sale
Cities for People
What Makes a Good Father?
Nuclear Energy Debate
Chrome-Plated Nightmare
Black Journal

Educational In Nature

The Ascent of Man
Allistaire Cooke's America
Feeling Good
The Life of Leonardo da Vinci
Consumer Survival Kit
Nova
Solar Energy
The Turbulent Ocean
Man Builds, Man Destroys
The Thin Edge—Guilt
The Thin Edge—Anxiety
The Thin Edge—Sexuality
Wrinkles, Birthdays and Other Fables
Population Growth and the American Future
What You Don't Know Can Kill You
Bill Moyers' Journal: International Report (Henry Kissinger)
Birth and Death of a Star

Children's Programs

Mister Rogers' Neighborhood
Villa Alegre
Zoom
The Electric Company (plus adult viewers mentioning that they watch Sesame Street)

Mr. Macdonald. There is very little I can add to what we have seen in the pictures. I think, if we can show that programing on the floor of the House, we would cut off quite a bit of talk. Unfortunately, House Rules do not permit it.

Whoever put it all together is to be congratulated as to a very well thought-out thing. I suppose the only question that some Congressmen might have is, is it very typical of public broadcasting. Is it just the best stations? You have no way of knowing, but Denver certainly looked as polished as any of them.

I don't think it would be fair to our next witnesses to get them up and then to be interrupted by the bells just as quickly as they got up here, because the next witnesses have been up before and some questions have been raised that need to be gone into in some depth, and I would like to give our next panel the benefit of being able to expound on their views for a full 2-hour period with the majority of Congressmen here, so I won't just be asking questions pro bono on behalf of the committee.

So, therefore, I know some members from CPB and PBS have come fairly long distances to be here today, but under all of the circumstances I held this meeting on Monday, knowing there probably would not be any other members since they are returning from their districts and mine being closer in, cut the travel time down for me considerably.

I think we have had a good deal of information that needs to be digested because there are obviously opposite points of views on certain subjects, and everybody seems to be for the bill, but they want the bill molded to their interests, which is certainly understandable. That is how legislation is arrived at. But I do believe that an in-depth discussion with the original panel, not that you are the most important ones, but because you are the ones that are most immediately and directly affected, the panel of PBS and CPB, so I have prepared a number of things bothering me, but I want to give the other members of the committee that opportunity as well and not second-hand from me.

So, as I say, we held this meeting today because we had put it over from last week because of circumstances beyond my control, but also this week is out of my control as well because the full committee is marking up some measures and we have a rule of the committee, the subcommittees can't meet when there is a general meeting of the full committee. Therefore, I ask your indulgence to return when we recess this meeting at this point subject to the call of the Chair and those people who will be asked to testify I can guarantee you we will give you plenty of notice. It will not be this week, but hopeful it will be the beginning of the following week.

But in any event, the Washington people, your Washington people will be able to give you plenty of opportunity to be here and if other commitments keep you from being here, the subcommittee and its chairman will understand because you have been very faithful in following the given requests of the committee.

So after we have received the statement of the Honorable Clarence Brown of Ohio, we will recess subject to the call of the Chair.

STATEMENT OF HON. CLARENCE J. BROWN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF OHIO

Mr. BROWN. Mr. Chairman, let me congratulate you for once again providing leadership and initiative at a crucial juncture in the development of our system of noncommercial broadcasting. The long-term financing bill before us holds tremendous potential for achieving the objectives of the Carnegie report, and those enacted in the 1967 Public Broadcasting Act.

The growth and accomplishment spawned by the 1967 act have been significant. The number of stations has grown phenomenally. Nearly three-fourths of the population of the United States is now reached by public broadcasting. Programing continues to improve and diversify in many areas. Local stations have strengthened their autonomy since PBS and CPB have apparently resolved some basic internal and parochial disputes and have affirmed passthroughs to local licensees; and hopefully local stations are more broadly involved in dedcisionmaking through the new program cooperative. With Federal help, many stations have improved their technical facilities significantly. Most stations now have their own video tape recorders which allow them to schedule programing at the local level in response to local viewer needs, and not be totally dependent upon some centralized national format. And, we are now on the verge of seeing radio become a more equal partner in our noncommercial broadcast service. Such progress is consistent with the localism and diversity called for under the Communications Act of 1934 as a means of keeping our licensed media free from undue concentration and control and thereby strengthening first amendment freedoms.

But such progress has not been without problems. Public broadcasting is still vulnerable to undue concentrations of outside influence. As the CPB governing board is now constituted, the President appoints its members, and this procedure potentially opens the corporation to undesirable political pressure, no matter how insulated its funding becomes. We should take care to see that no President, whatever his party label, or personal philosophy, influences the content of noncommercial broadcasting through this appointments process.

But, Presidents are not the only source of unwanted political pressure. Pressures can well stem from the annual budgeting and appropriations process or from concentrated uses of massive gifts such as some foundations were making a few years ago. The long-range funding bill can help insulate public broadcasting from such influences.

And, this legislation can guarantee local stations a preeminent role in serving local educational needs—along with national needs—by assuring that significant portions of Federal funds are distributed directly to each licensee.

With long-range financing will come a new capability for the long-range local and national planning essential to producing good programing. Such funding recognizes the lead-time necessary to increase the diversity of programing and proliferation of voices available in our communications system.

Obviously there are no mythical sources of money for the increasing costs of production, facilities, talent and management. Public broadcasting throughout this country needs strong incentive to attract contributors and to seek non-Federal funds. At this stage in its development, public broadcasting also requires Federal support. This bill provides both—direct Federal support and incentive for stations to become independently viable.

As other witnesses point out, there is some disagreement over the specific funding amounts and ceilings in the bill proposed by the administration. I hope that these hearings can document whether the arguments for higher funding ceilings are compelling enough to justify increased Federal outlays in our present economic situation. I might add, considering our economic circumstances, those arguments will have to be very compelling.

I would also urge the committee in its consideration of this legislation to focus squarely on the purposes of the Act that created CPB in 1967.

The act that created CPB emphasizes educational and instructional broadcasting throughout its provisions. In fact, the congressional declaration specifies that "it is in the public interest to encourage the growth and development on noncommercial radio and TV broadcasting, including the use of media for instructional purposes." The purposes section of the law explicitly directs the CPB "to facilitate the full development of educational broadcasting." Yet education has been too peripheral a concern in public broadcasting, especially in view of the corporation's legal and public mandate, and the desperate needs in education today. It seems as if decisionmakers in public broadcasting have not considered education a "worthy-enough" problem to pursue actively. For example, almost $15 million in CPB TV community service grants were awarded to 149 eligible licensees in 1974; $10 million of these grants will be for program-related activities. Only 16 percent of this support will be devoted to instructional programing.

The needs of education are staggering. Consider the problem of financing alone. We are spending about $7 billion a year on education, and that cost is rising at the rate of $7 billion a year. And, as costs rise, funding sources are diminishing. Parents must raise $4,000 to $5,000 a year to send each of their children to private colleges. Basic tuition at public universities has tripled over the last decade. Who will pay the costs? Who can pay the costs?

In elementary and secondary education, not only is financing a challenge, but our techniques of teaching basic skills are often a disaster. A tragic testimonial to this is the public school system in the District of Columbia where half the sixth graders recently failed. Even the nearby and highly affluent Montgomery County, Md., system has its problems. Reportedly, over half the prospective English teachers who applied there flunked a basic high school English test.

Clearly, supplemental means of educating students of all ages must be found and developed. Public broadcasting has the potential to help solve such problems. As PBS pointed out at a 1974 appropriations hearing, a congressional appropriation of $65 million in Federal funds for all activities of CPB during this year, amounts to appropriating not more than $0.04 per hour for each household using public television programing. Compare this to our appropriations made directly for trying to improve public education.

Education and broadcasting can consolidate resources in many areas to provide imaginative means for instructional communication. Public broadcasting offers tremendous potential for innovating development of software and its dissemination.

Noncommercial broadcasting can bring basic university courses to the working student. The jobless can learn skills through the media. The semi-skilled can improve their credentials for a better job. The slow learner can benefit from extra instruction the media can provide. The handicapped can receive education heretofore impossible to attain. Minorities can utilize the media to help escape from the stereotypes into which their roles in society have been unfairly cast. Professionals can have the means to keep up-to-date in their fields, as the pace of change accelerates and leaves them buried in the information overload. The "extension" so effective in agriculture can become live, continuing education in a host of disciplines. Citizens with a natural reluctance to submit to the tensions and formal competition of classroom instruction have a new learning vehicle in the media. And all of us can learn enough to communicate in the specialized language of our neighbor's specialty.

I was pleased to see that the recent ACNO Task Forces in Education recommended several new and strengthened roles for CPB in education. Now, when will the Corporation act on these recommendations—needs that public broadcasting can no longer ignore.

I would urge, too, that the committee closely examine how this bill addresses the needs of radio. Excluding them from such funding or giving them minimal financing removes a stimulus to their growth, and that would certainly offer little hope for their development.

In summary, public broadcasting has achieved substantial progress since its inception in 1967.

But that progress is only a preface to the potential impact noncommercial broadcasting can have, especially in the area of educational instruction.

Attainment of the objectives in the legislation before you today can strengthen public broadcasting's ability to realize that potential.

I urge you to support the concept of long-range financing, so CPB can have increased capability to address the goals enunciated in the 1967 act. Thank you.

[Whereupon, at 12:20 p.m. the subcommittee adjourned, to reconvene at the call of the Chair.]

LONG-RANGE FINANCING FOR PUBLIC BROADCASTING

TUESDAY, APRIL 22, 1975

House of Representatives,
Committee on Interstate and Foreign Commerce,
Subcommittee on Communications,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to notice, in room 2212, Rayburn House Office Building, Hon. Torbert H. Macdonald, chairman, presiding.

Mr. Macdonald. The hearing will come to order.

This is the last day of 5 days of hearing on this subject of long-range financing for public broadcasting.

The panel members have returned to respond to the concerns which have been raised since they were here starting about 2 weeks ago.

Before we turn to the panel, I would like to make two points. First, I feel that too little has been said about the key concept in this legislation, that of insulation. Insulation from Government pressure is imperative if public broadcasting is to develop to its fullest capacity. This is why the 5-year authorization and appropriation is so vital.

Public broadcasting funding is just not another Federal program, it is unique. But because it is unique, it has greater responsibilities than commercial broadcasting. Insulation from Government pressure does not mean insulation from the public, and the oversight process conducted by this subcommittee will insure that public broadcasting does not lose sight of this fact.

If we do get the 5-year funding, hearings will be held annually, at which time we will try to see what has happened; and if something has happened wrong, why it has happened.

Second, along these same lines, many of the witnesses have discussed the need for ascertainment for public broadcasting stations. Some have suggested that the FCC hold public broadcasting to higher standards than commercial broadcasting. I think that perhaps there is a good deal of substance in that suggestion and I have written to the Chairman of the FCC last week, as a matter of fact, asking that he expedite the adoption of ascertainment rules for public broadcasting stations, so we will be hearing from him in the very near future.

In the meantime, I might add there was nothing to prevent stations on their own from conducting community ascertainment. If the panel members have any response to these points, and I speak, I am sure, for other members of the subcommittee, I would welcome it and then we can turn to some of the other specifics.

[The following correspondence was received for the record:]

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
COMMITTEE ON INTERSTATE AND FOREIGN COMMERCE,
RAYBURN HOUSE OFFICE BUILDING,
Washington, D.C., April 14, 1975.

Hon. RICHARD E. WILEY,
Chairman, Federal Communication Commission,
Washington, D.C.

DEAR MR. CHAIRMAN: As I am sure you are aware the Subcommittee on Communications is holding hearings on legislation providing funding for the Corporation for Public Broadcasting. A recurring point in the testimony presented to the Subcommittee has been the desirability, indeed the necessity, of requiring public broadcasting stations to ascertain the problems, needs, and interests of the communities which they serve. Although this matter was raised with the Commission in July 1973, and we were given the impression that action would be forthcoming (see Congressional Record, July 20, 1973, p. H6444) (original edition)), and there appears to be virtual unanimity with regard to the need for requiring public broadcasting stations to engage in ascertainment, the Commission still has not adopted rules requiring such ascertainment.

I would appreciate your letting me know the reasons why such rules as yet have not been adopted by the Commission, and to urge the Commission to adopt such rules as soon as possible.

Sincerely yours,

TORBERT H. MACDONALD,
Chairman, Subcommittee on Communications.

FEDERAL COMMUNICATIONS COMMISSION,
Washington, D.C., April, 21, 1975.

Hon. TORBERT H. MACDONALD,
Chairman, Subcommittee on Communications, Committee on Interstate and Foreign Commerce, Rayburn House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: Your letter of April 14, 1975, requested information about the present status of rules concerning ascertainment of community problems, needs and interests by noncommercial-educational broadcasting stations. You quite properly stated in your letter that this problem was raised with the Commission in July, 1973 by your committee. Shortly thereafter, on September 6, 1973, the Commission adopted a Notice of Inquiry and Notice of Proposed Rulemaking on this subject (Docket 19816; 42 FCC 2d 690).

A large number of comments were received in response to that Notice. Further action in this proceeding was then held in abeyance pending resolution of a previously adopted Notice of Inquiry raising similar issues with regard to renewal applicants for commercial broadcast stations. As you know, the commercial broadcast stations in this country far outnumber the noncommercial stations. In allocating our manpower resources we chose to work first on the ascertainment issues facing commercial stations and then turn our attention to the noncommercial ones.

On April 2 and 3, 1975 the Commission discussed staff recommendations concerning ascertainment by renewal applicants for commercial stations (Docket 19715; 40 FCC 2d 379). As a result of that discussion the staff has been directed to prepare certain additional documents which we expect to act on in the course of the next few weeks. While we do not expect to completely terminate the proceedings in Docket 19715 at that time, we think that sufficient policy guidance can be given to permit fruitful staff work to be devoted to the matter of ascertainment by noncommercial-educational stations. The Commission recognizes both the importance of this subject and its urgency. Instructions have been issued to the staff to expedite action on this matter. We expect to have appropriate material presented to the Commission for discussion before the end of July, 1975.

I would be happy to answer any other questions you may have.

Sincerely,

RICHARD E. WILEY,
Chairman.

Mr. MACDONALD. So I will say welcome, gentlemen of the panel. I know that to some of you my statement about what has happened over the last couple of weeks in superfluous, if you have been following these hearings very carefully, but to some others it might be helpful.

Does anyone want to volunteer anything on either subject?

Mr. Rogers.

STATEMENTS OF A PANEL COMPRISING RALPH B. ROGERS, CHAIRMAN OF THE BOARD, PUBLIC BROADCASTING SERVICE; HARTFORD N. GUNN, PRESIDENT, PUBLIC BROADCASTING SERVICE; HENRY LOOMIS, PRESIDENT, CORPORATION FOR PUBLIC BROADCASTING; ROBERT S. BENJAMIN, CHAIRMAN OF THE BOARD, CORPORATION FOR PUBLIC BROADCASTING; MATTHEW B. COFFEY, PRESIDENT, ASSOCIATION OF PUBLIC RADIO STATIONS; LEE C. FRISCHKNECHT, PRESIDENT, NATIONAL PUBLIC RADIO; AND BEN POSNER, PH. D., VICE PRESIDENT, FINANCE, AND TREASURER, CPB

Mr. ROGERS. Mr. Chairman, I would like to talk for a moment on the subject of ascertainment. I don't think I can add anything to what you said about insulation because you expressed it exactly the way we see it. I am sorry that we didn't emphasize it sufficiently. I guess it is because we all believe that everybody knows it and understands it and appreciates it and we should have done the job.

On ascertainment I think we have to differentiate between our responsibility to the public, the necessity for us ascertaining what the public needs are, and attempting within the limits of our talents and our funds to meet the needs and the technical requirements of the ascertainment process. I would like to point, if I may, Mr. Chairman, to you what I mean.

As you know, there is in the case of commercial broadcasting a set of rules and regulations to how ascertainment is to be performed and what records must be compiled and kept and made available to the public.

We have taken the liberty of looking at some of those records. In some cases in a station you will find book after book after book. You will find people who have been assigned to compile these books and have them to meet the requirements of the FCC. We have estimated that in some cases the cost of ascertainment might be as much as $50,000, $75,000, or $100,000 per year per commercial station.

Mr. MACDONALD. If I could interrupt just at that point, Mr. Rogers, we have tried to change that a little bit because we found out through other hearings, not these, that the ascertainment done by commercial stations were indeed kept, as you say, but that there are only four or five or maybe six people down at the FCC to read them. We have tried to change the ascertainment as to quality and as to fullness.

While I am not suggesting that the same process be applied to public broadcasting, I do feel that a closer look should be taken at programing of a station in a given community.

So I would not be thrown off at all if I were you and through you speaking to your stations to find a great volume of as much as you say—up to $100,000 to do—because I don't think that is necessarily the final criteria. I think no matter how you do it, just as long as you can show that you have made an ascertainment in programing and so forth, scheduling, from various segments of your community. I don't think a great deal of formal ascertainment paperwork would be that necessary but I do think it is necessary to have a superior ascertainment process.

Mr. Rogers. Mr. Chairman, we agree completely and in a great many cases the stations that are doing a fine job are doing a fine job of ascertainment. The thing that bothers us is that when statements are made and requests are made at the FCC there is a great temptation for somebody to sit down and write up a code as to the formal methods of doing this without being realistic. I might just quote why this concerns us. We are not concerned at all with your viewpoint of ascertainment and the necessity of it. We are concerned with an unrealistic approach to the formats. I will give you a little illustration in our own backyard.

We asked the FCC if they would tell us what the total revenues were of certain commercial stations and in certain selected markets. One of them, for example, it was in Dallas, they said no, they cannot do that under the law, they would publish the second No. 2 ranked network affiliate without identification. Their records showed that that No. 2-ranked network affiliate had total revenues in 1973 of $9½ million and made a profit of $4.8 million. Our station had a total budget of $1.8 million, some $3 million less than the commercial station's profit.

So that you don't think that this is an exception, in Denver the revenues were $6.3 million with $2.9 million profit. In Orlando, $3.7 million revenues with $1.5 million profit.

Mr. Macdonald. I don't want to interrupt you but this is our last session. I don't follow the connection.

Mr. Rogers. I am going to explain the connection.

Mr. Macdonald. Mr. Rogers, would you explain the connection first and then proceed?

Mr. Rogers. I will explain the connection because I don't have to do any more than that.

Mr. Macdonald. All right.

Mr. Rogers. If the FCC were to write a procedure which would require certain formal ascertainment processes which would cost $100,000, it would mean nothing to those stations but it would mean, let us say, virtually two-thirds of the total community service grant from Federal funds to the public television station. That is my point.

Mr. Macdonald. Yes. Well, I thought I made that clear. I am not saying the same ascertainment requirements should be applied. I am just wondering what standard of ascertainment public stations had, both TV and radio. There has been a big hassle in two places that I know of, Boston being one and I think the other local here, when one locked off all popular modern music—not rock and roll but modern music and went to classical and there was a bit of fuss and then vice versa here. They went from classical as I recall to modern and there was some sort of furor. I was wondering, had any ascertainment been done before the change in the program?

Mr. **Coffey**. Mr. Chairman, if I might respond to that, in Boston there had been an ascertainment. We have a situation in Boston where we have two public radio stations, one of which concentrates very heavily on jazz and more popular music, WBUR, and WGBH had a similar type of format and has gone classical.

Mr. **Macdonald**. That is just a preliminary thing. I know that that is what happened and I tried to indicate that in my question. Was any ascertainment made as to now is the time to change and not have two stations with the same format? And, if so, how so.

Mr. **Coffey**. In the Boston station at WGBH they when through a formal ascertainment proceeding just like a commercial station would.

Mr. **Macdonald**. They did?

Mr. **Coffey**. They did. They found themselves in competition with WBUR and felt that they would do better to change their format in a new direction. In Washington——

Mr. **Macdonald**. How was one station picked over the other?

Mr. **Coffey**. Well, WGBH was coming up for license renewal at that time and simply decided that their best base for financial support for the radio station would be to change their format toward classical music since WBUR intended to maintain their jazz format.

Mr. **Macdonald**. So it was the license renewal that was the deciding factor?

Mr. **Coffey**. That is what got them into the ascertainment process.

Mr. **Macdonald**. That is either condemnation of the licensing process or praising it. I can't quite figure it out at the moment.

Mr. **Rogers**. Mr. Chairman, I don't want to take any more time on this but I should like to point out that public broadcasting is charged with other things besides doing those things which they find out through an ascertainment process is desirable. They are also charged with doing novel, innovative, creative new things which you would never find through an ascertainment process, and it is one of the charges that they have.

What also bothers me in these matters which we codify and put into a set of rules and regulations is that pretty soon we do not——

Mr. **Macdonald**. Mr. Rogers, I want to make myself pretty clear. Usually we see eye to eye quickly. I am not saying that anything should be codified, I just want to know whether ascertainment is done, that is all.

Mr. **Rogers**. Absolutely, it must be done, it should be done. We must program to the community needs.

Mr. **Macdonald**. My question 10 minutes ago was how?

Mr. **Rogers**. I am in complete agreement.

Mr. **Macdonald**. Yes, but how do you do it?

Mr. **Rogers**. You don't do it by writing a rule book in the FCC.

Mr. **Macdonald**. We agree to that, Mr. Rogers. What do you do?

Mr. **Rogers**. Well, this is a longer story.

Mr. **Macdonald**. Well, could you give me the opening chapter?

Mr. **Rogers**. Yes, I will give you the opening chapter.

In a community station, such as we have in 40 percent of the stations, where you have a large number of members, a big board of trustees and directors, a lot of people involved, you get a tremendous amount of ascertainment because you are in touch with the public. If you have a station which is owned by a political entity such as the State or the board of education, then the ascertainment is much different than it is in the community station, and there you have to convince the people who have the license that they have to set up some sort of a procedure to do ascertainment. This is a very complex and difficult problem.

Mr. **Macdonald**. I don't doubt that but why I am raising it—and I seemed to be harping on it more than I intended to originally—is that sometimes we have criticism of public broadcasting which comes to me from Members on the Floor, whether or not any legislation is due. They know I have been defending public broadcasting for quite a while now and they will say, "Gee, those guys seem to be out of touch with reality."

I say, Well, I don't think so; the only ones I have seen don't seem so."

And they say, "Well, you know they don't have any real connection with the majority of the community."

It is just a question of me saying "Maybe in your area," and them saying "Yes." I would like to say, "Well, they have done an ascertainment process and it should be working."

In Boston a couple of days before this bill came up they were out of touch enough to put on some nude ballet late at night or something and then quiz the majority leader of the House in great detail on some program, about the financing of his campaign. It went on for about three-quarters of an hour. It showed a certain degree of independence, I must say, but at the same time it wasn't the smartest political piece of work I have ever seen either.

Well, I hate to pursue it but I don't think I have had a satisfactory answer, worthy of your usual answers to me, about ascertainment. You say it is a tough job; I agree. You say that every station does it; and I say that is nice. I say how and you don't seem to be quite able to answer. Does it vary from station to station?

Mr. **Rogers**. It certainly does. It certainly does. Some do a very fine job; some do not do a very good job.

Mr. **Macdonald**. That is what I would like to do, jack up those stations that don't do a very good job.

Mr. **Rogers**. Mr. Chairman, we are in complete agreement with the need, we are in complete agreement with what you are trying to do and we will do everything we can to get it done. The only thing that we wanted to do in the station is throw up a flag of caution and say, "Let's be sure that all the money that we worked so hard to appropriate does not go into a book of ascertainment and not into the programing."

Mr. **Macdonald**. You know, if that was somebody else I would say that is a red herring. I don't say that should be done. I am trying to get the FCC not to do it with regular broadcasting, never mind the public broadcasting. Ascertainment could be done simply without the detailed forms and still get a finger on the pulse of what the people in the area want.

Mr. **Rogers**. We are in agreement.

Mr. **Macdonald**. And with your word that they will jack them up, that is some progress.

I say this gratuitously but also meaning it deeply. I hope when you appear before the Appropriations Committee that you never mind talking about the funding so much but how you need more money and the money I think is the least important. The tough thing is the 5-year period and I would certainly dwell on the uniqueness of our situation and the insulation that is very, very necessary.

Mr. Benjamin. May I comment?

Mr. Macdonald. Mr. Benjamin.

Mr. Benjamin. I will return to that but to take advantage of your kindness and that of the other gentlemen of the committee I would try to come back to a more general perspective for only a few minutes.

Mr. Macdonald. Sure.

Mr. Benjamin. I tried to review for myself last night where we have been and where we hope to be going. Let me begin by thanking you for giving us the second opportunity to appear before you.

Mr. Loomis has been here throughout the hearings and has told me about how thorough and fair you have been in exploring the issues of this central legislation and of course we are grateful for that.

To me the vital necessity of insulated long-range financing is not a new issue, it has been with us from the very beginning. It has been considered an indispensable factor in the development and growth of public broadcasting by all who favored the initiation and passage of the Public Broadcasting Act of 1967. Especially is this true of those like you, Mr. Chairman, who with Senators Magnuson and Pastore, nurtured its adoption.

The delays and disagreements from then until now have always been confined to questions of timing and methodology. You, yourself, Mr. Chairman, tried to break the bottleneck of delay by introducing a 5-year bill several years ago. When that failed and time continued to go by with no administration bill forthcoming, CPB was chastised for not undertaking the initiative.

The whole of the broadcasting community responded to that challenge and we finally managed to achieve unanimity and ultimately the approval of the administration when it submitted its proposed legislation. But the passage of time had caused some erosion in the virtual unanimity of conviction for insulated long-range financing of it once the concurrence of the administration was utlimately achieved for the concept.

Past unanimity diminished somewhat and the focus of inquiry shifted the question of its necessity in fulfilling the mandate imposed on the system by the Congress and the President. The accent became whether its essentially was enough to warrant a president-making 5-year authorization and appropriation bill.

Time has converted a first-things-first imperative into a later-day consideration of the merits of the very policy which underscored the creation of the Public Broadcasting Corporation under the act.

Now, no one, especially not a Member of Congress, has the right to decry or even criticize reexaminations or reevaluation by our Congress but in such reevaluation it is fair to point out that long-range insulated financing was the very foundation upon which the law and the Corporation were initiated and created.

Nothing has happened in the intervening years that has not reinforced the original judgment of Congress. So we who were chosen to help fulfill the statutory mandate can only hope that those in Congress who championed this cause for so long will persuade their brother legislators that the President is right when he says in his statement of February 14 forwarding this proposed bill to the Congress and I quote him:

> This bill is a constructive approach to the sensitive relationship between Federal funding and freedom of expression. It would eliminate the scrutiny of programing that could be associated with the normal budgetary and appropria-

> tions processes of the Government. At the same time, it would still permit periodic review of public broadcasting by the Congress. I believe that it will assure the independence of noncommercial radio and television programing for our Nation, and long-term Federal funding will add stability to the financing of public broadcasting which may enhance the quality of its programing. I urge the Congress to enact it promptly.

There are a number of irrefutable, unique reasons that justify the insulated, long-range features of this bill. Not only are they essential to meet the timelag factors inherent in programing—or the planning for job training, research, program experimentation, and technology—not only are they necessary to eliminate the fact or the appearance of Government control, or undue influence, thus insuring the independence of CPB and the public broadcasting community, but they are equally indispensable under the first amendment.

For, uniquely, public broadcasting is the only institution in the field of domestic communications receiving Federal funding, and that combination of unprecedented circumstances requires protection under the first amendment.

Mr. Chairman, with regard to your expressed concern over "ascertainment" procedures by public broadcasters, CPB has in a formal filing, strongly urged the Federal Communications Commission to adopt procedures setting the highest possible standards for public broadcasting in order to ascertain and serve community needs. These hearings should strengthen our argument. Indeed, we are in the process of preparing a handbook which we hope will help stations pursue their ascertainment processes.

Mr. Chairman, we have been most impressed with the testimony of the witnesses who have appeared before this distinguished committee. As I said in my opening statement, CPB has tried to create a climate for increased public participation in the decisionmaking process of public broadcasting. These hearings have contributed a great deal of most useful public involvement.

I want you, the witnesses, and the organizations they represent to know that we have listened carefully to their criticisms and suggestions. We recognize and welcome their expertise. We will do our best to be responsive to their varying concerns.

In the questioning to follow, I hope we can deal with many of the matters raised. With your permission, however, we would like also to submit for the record a more complete expression of our views.

With that I thank you again, Mr. Chairman.

Mr. Macdonald. Without objection, it is received, Mr. Benjamin.

[The following material was received for the record:]

Public Participation in CPB Decisionmaking

During the course of these oversight hearings, several witnesses have expressed concern regarding public participation in the decisionmaking process at CPB.

At the outset, I want to stress that we at CPB believe that if public broadcasting is to reach its highest potential, it must, in the words of the Congressional declarations that are the preamble of the Public Broadcasting Act, provide a service "for all the people of the United States."

From an organizational perspective, public broadcasting is closer to the people than ever before. Over the last 24 months, CPB has moved to open out and open up. We have sought to provide more meaningful public participation in CPB decision making through the use of citizen advisory panels, like the panels on minority programs, broadcasting and education, and the role of women in public broadcasting. We have sought to increase public participation in our decisionmaking through the increased use of public forums, including the first meeting of our Board at which the public was invited to make itself heard. And finally, we have sought increased liaison on a broad spectrum of policy matters with the Advisory Council of National Organizations, composed of 65 member, affiliate, and observer national organizations in touch with many millions of members.

In these two years, we have also sought to provide the public more information about CPB, about public broadcasting, about the stations. We have put a great deal more effort and more money into finding out exactly who "all of the people of the United States" are, in terms of their needs for public broadcasting services; how we are serving them, how we are failing them, how we can improve our services. One example: In February 1974, CPB commissioned the Advisory Council of National Organizations (ACNO) to conduct a study and make recommendations to the Board of CPB regarding CPB's role in the relationship between public broadcasting and education. The report was completed in March of this year. It will provide a blueprint for CPB Board consideration and action that is sure to be invaluable.

Our Washington-based partners in the progress of public broadcasting have also made dramatic progress in making public television and radio institutionally more responsive to all of the citizens of the United States. These past two years have seen the Public Broadcasting Service—PBS—reorganize to form a dynamic, multi-faceted enterprise in which professional representation and management is, for the first time, guided by a Board of Governors composed of laymen and women—unpaid, and previously unheard, public representatives.

APRS, the Association of Public Radio Stations, first organized in 1974, has just expanded its Board of Directors to share its policy making authority equally between public representatives and professional managers. National Public Radio had already doubled the number of public members on its Board.

Each of these moves toward greater citizen participation in "the public's business" has been encouraged and applauded by CPB. More remains to be done by each of us in this area, but I am convinced that, in the organizational sense, the public has been inextricably woven into the fabric of public broadcasting policy and management at the national level.

From a procedural perspective, the Board of Directors of CPB have adopted a policy for public attendance and participation at CPB Board meetings. The objective of this policy is to enhance public understanding of public broadcasting, the Corporation, and its work in the public interest, and to encourage public communications with the Board. In outline form, the new CPB policy and practices are as follows:

1. There will be ten regular meetings of the Board each year.
2. Regular meetings of the Board will be held in Washington, D.C., unless otherwise specified.
3. Each regular meeting of the Board shall be open to attendance and observation by the press and members of the public.
4. The Secretary of CPB will give timely public notice of the date and place of each regular meeting of the Board, and shall, upon the request of any person furnish a copy of any agenda for the meeting.
5. Four regular meetings of the Board will be held in various regions of the country, including one meeting each to coincide in time and place with the principal annual meeting of the public television licensees and the principal annual meeting of public radio licensees.
6. At each of these four regular meetings, the Board will allocate a period of time in which persons, whether representatives of licensees, other interested parties, or the public, who wish to address the Board on matters related to its work, may be heard.
7. After each regular meeting of the Board, the Secretary of CPB shall issue a summary of actions taken by the Board, including a record of the vote of each member on any matter on which a record vote was taken.
8. Minutes of actions and votes recorded at each regular meeting of the Board shall, after approval by the Board, be available for inspection at the Corporation's offices.
9. Upon the order of the Chairman of the Board, or the concurrence of a majority of Board members present and voting at any regular meeting, the Board may declare itself to be in Executive Session. During any such session the Board may, outside the presence of press and public, confer, deliberate, or act on any matter appropriate for consideration in Executive Session.

10. The Secretary of CPB will publish such procedures and regulations as the Board may adopt to implement this policy.

11. Implementation of this policy will begin with the first regular meeting following Board adoption of such procedures. This policy and procedures and regulations pursuant to it, shall be subject to continuing evaluation by the Board.

In summary, we think that our organizational and procedural arrangements will encourage and provide meaningful public participation in decisionmaking at CPB, which CPB welcomes and regards as essential for effective attainment of its goals.

Mr. Macdonald. Mr. Byron, do you have any question?

Mr. Byron. No.

Mr. Macdonald. Do you have any questions, Mr. Madigan?

Mr. Madigan. Mr. Rogers, I think that all of us have been impressed by the stories that we read in the newspapers about the success of public broadcasting and raising money through public solicitation. I wonder how much of that money comes from foundations. Expressed as a percentage, would you know that?

Mr. Rogers. Yes; I could give you the exact percentage.

Mr. Loomis. I have them right here.

Mr. Macdonald. If I could just interrupt to clarify that.

Mr. Rogers, I don't know if your figures will express the answer even though it will be a truthful answer. As I understand, it has been cut back 50 percent recently.

Mr. Rogers. Yes. In 1973, for example, foundations as a percentage of the whole—and I am speaking now about the public television licensees, the whole system—was 7.7 percent. Unfortunately, that is a distorted figure because by far the largest amount came from the Ford Foundation. Over a period of years, the Ford Foundation has put something like over $300 million into public television, but the Ford Foundation has now made a terminal grant, they are withdrawing from the financing of public television. The terminal grant will mean that the largest foundation who put more money than all the foundations put together by many times will no longer be supporting public television. So foundation support, while it will come from many foundations, will be a much smaller percentage of the total.

Mr. Loomis. To give you an idea, Mr. Madigan, in 1973 there was $20 million from foundations. In 1974, there was $18 million from foundations, while from private subscribers and from auctions the figure had risen to $31 million, more than making up for the decrease from foundations. The industry support had also increased, but the major increase had come from the private subscribers and from auctions.

Mr. Madigan. Well, as that intent to contribute less is conveyed to you, is that expressed as a loss of interest in public television and public radio on the part of Ford Foundation? Is it expressed on the basis of the economy in general and what that means to the capital structure of the foundation. Exactly what message is conveyed there?

Mr. Rogers. No; because this was a decision that was made before the recent decision to cut back all the grants by 50 percent. This was a position made prior to that.

The position that the Ford Foundation has taken, I am speaking about them specifically, is that a foundation exists to do things which need to be done at a very early stage to get something going where support is not readily available because the job to be done has not been proven and the foundation can take certain risks.

Ford feels that over the years they have assisted in proving the principle of public broadcasting, that they have done their job with their seed money, and that it is only proper that they devote their seed money now to doing other jobs which need to be done, and that we should be mature enough and that the other sources should pick up and go forward. But they have complete confidence that there has been a good foundation laid and that we can go forward.

Mr. BENJAMIN. May I add, Mr. Chairman, that when I was first elected to the Board of CPB, Mr. Bundy told me, "Well, you have 3 years to get your financing because I can see Ford terminal grants ending 3 years from now."

Now, that was 7 years ago, and the terminal grants go for 3 more years, so they have been longer, actually, than expected, by almost 7 or 8 years. It was always their idea to withdraw, as they have in university support once they get an initial impetus grant and then expect to withdraw from it for others to carry on.

Mr. MADIGAN. So I assume their thinking would be that in a period of time, although that period of time may be flexible, that within a period of time that entity whether a university or a public broadcasting or whatever it is, it either proves itself worthy or it fails, but they withdraw in any event.

Apparently in the case of public broadcasting it has been a success because of all the money that it raises from other sources and so their participation is in fact no longer required. What I am doing, Mr. Benjamin, is leading to an analogy between the Ford Foundation and the Federal Government.

You said in an earlier hearing that the participation by the Federal Government needs to be continued because it represents an incentive to public broadcasting. The higher the dollar volume from the Federal Government, the greater the incentive for you to go out and raise twice that much from private contributions. But if the Federal Government was not giving any money at all or was giving substantially less money, would that not also be an incentive for you to work harder at raising money?

Mr. BENJAMIN. Yes; but the likelihood of success or failure has often been measured by the amount of confidence the Federal Government has shown in public broadcasting. Everybody can see the Federal Government being an essential part of the public broadcasting for a very long time—from the very beginning to an indefinite period down the road—not knowing when that time should end.

Of course, so much is needed, Mr. Madigan, that it is hard when you realize that the outside funds are far greater than the Federal funds, to say let them increase their Federal funds even more.

If the Federal Government was saying, "Well, we have to withdraw over the years or we will be cutting down badly or not giving a commensurate amount," the challenge in the matching principle in this bill stimulates at this time enough for us to hope to get to a stage where we can do the job as assigned to us, self-sufficiently. That job requires far more money then is now available, as the Stanford University analysis showed, as the Carnegie Commission showed, as anybody who studied this subject feels.

Mr. MADIGAN. Did you want to say something, Mr. Rogers?

Mr. ROGERS. Yes. I would like to review just very briefly the fact that the original concept of the financing of public broadcasting was that essentially all the funds should come from the Federal Government. If you will research, or if you would like me to I can document this for you, that the original concept was that public broadcasting would be financed with Federal funds. It was the necessities of life that showed everybody in public broadcasting that the Federal Government was not in a position or not ready to do this financing which meant that it was necessary in each local community to find the financing elsewhere. At no time has there been nearly sufficient money to do the job in any community much less nationally. The institution has lived on starvation rations from the very beginning.

Finally, the conclusion came to the people who are active. I am now talking about the viewers who then turn into involved laymen in the system. The conclusion came, we cannot depend upon any one source of financing; we must have many, many sources of financing because there is always a chance that some source of financing will disappear or decrease its support for reasons which I am not blaming us for the job that we are doing.

So the conclusion came, let us no longer seek Federal funding for the majority of our financing, let us use Federal funding as an incentive to get non-Federal funding which is the principle behind this bill.

Mr. Madigan. Well, have you been in this since its beginning, Mr. Rogers?

Mr. Rogers. I have been in it actively for 6 years. I have been in it but not actively since the beginning. Of course, the act was passed in 1967 but that does not go back too far beyond 1968.

Mr. Madigan. When your participation started, did you anticipate that you would be sitting here today talking about the sums of money that we are talking about?

Mr. Rogers. Oh, yes. As a matter of fact, I thought then and I think now that we ought to be talking about vastly greater sums than this, but being a businessman and being realistic I think you have to do the best job you can under the circumstances.

Mr. Madigan. Would you care to project for me what kind of money you think we will be talking about 8 years from now?

Mr. Rogers. I don't know what kind of money but I would care to project to you why we are talking about these sums of money. Several years ago I had a study made to see how much money was spent on national programing—not local programing but national programing—on the commercial networks. It came to something like $1,100 million a year for national programing alone. Last year public broadcasting spent for national programing approximately $40 million. Contrast $40 million with $1,100 million. I don't say that the $1,100 million is a good figure to spend for national programing or that the commercial networks get their money's worth, that is immaterial. I am just trying to show you what a small amount of money public broadcasting has to use in its national programing to serve publics which no commercial station even attempts to serve.

Mr. Madigan. I am not sure that I understand the purpose of that comparison. Are you suggesting that ultimately the public broadcasting and commercial broadcasting should be on a par in terms of the amount of money that they can spend?

Mr. Rogers. No. I am not suggesting that. What I am suggesting is that the amounts of money which public broadcasting spends in its programing is spent very wisely, very sparingly. It is not waste when the Federal Government assists public broadcasting. It is not a great big amount of money as contrasted with what are the established costs to operate a commercial broadcasting system.

Now, the question of whether public broadcasting should spend as much money as commercial broadcasting kind of begs the point because the gap between $40 million and $1,100 million is beyond my comprehension that we are going to be talking about those kinds of figures ever.

Mr. Madigan. So in terms of expressing a dollar output or a dollar outlay for public broadcasting 8 years from now you would not care to say what you would think that would be?

Mr. Rogers. I think it really depends upon how important the American people think that public broadcasting is to them. I think the American people think that public broadcasting is so important that they are willing to invest *x* numbers of dollars out of their private non-Federal funds to support public broadcasting, that the formula which is being presented here—which means that the Federal Government would put up 28 percent—is a very reasonable percentage.

Mr. Madigan. Well, for the future and just so that you know how at least one Congressman feel about this, so that perhaps it can be better addressed at future hearings, it is of some concern to me to sit and talk about a dollar figure and say, "Well, that is not too much money," or "I don't know if that is a fair amount of money or not but it is not too much money."

These are all high class gentlemen that are before this subcommittee and certainly they are going to take good care of this money, so I am going to give it to them. Then at a subsequent point in time I might be called upon to give them something more. What we would really be talking about then at that point would be only the difference between the two figures. So if we are talking about $100 million, then we might be talking about $120 million then so we are only talking about $20 million.

I don't know where all that goes, Mr. Rogers. It is a concern to me because I look at the overall Federal budget and I listen to talk about maybe it will only be a $60 billion deficit as if that was something good when I, in fact—I think that is something terrible.

But I also think that that is done not $60 billion at a time but $6 million and $10 million at a time and that the accumulation of all of that causes the overall problem that we finally have.

I would like to know, I have not heard in these hearings at all—I admit half of them I have not been at—but I understand that even in those meetings where I was not present there still was not any discussion about what public broadcasting is going to do in the future with the kinds of money that probably we will be talking about.

We have had discussions about the relationship between different organizations and public broadcasting, discussions about minority hiring in public broadcasting, discussions about the relationship between public broadcasting and the Government but there is not any sufficient discussion about what public broadcasting is going to be doing with public funds in the nearest account. I would have liked to have seen more of that.

Mr. **Rogers.** Well, I think that we can furnish you with all of this information and detail because there have been many, many studies made. Perhaps I can give you the answer that would hit right close to home.

Fundamentally, the job of public broadcasting is the job of the station in your community to serve the public in your community. Now, let us take the Federal funds which go to your community. The Federal funds which went to your community this last year came to about $108,000. There is no way, Mr. Madigan, that your community station can serve your community with many times the $108,000.

Therefore, what you have done is you have said in your community, we will tell you that we are for the services that you were trying to render and you can get a complete detail. I will be glad to furnish you all of the services that are rendered by your station in that community because what it ascertains is necessary for your community is not absolutely identically the same as what is ascertained for Mr. Byron's community and the money is spent at home for local needs. The national programing is merely something which is economy of scale for the local programing.

Now, that is the net and it is possible for your local station to say to you, "This is the minimum on which we can exist, this is the ideal and this is what we would do with the money if we had the money."

Then when you add them all you have just as you have said. The $60 billion deficit is not $60 billion, it is $6 million here and $6 million there and so on and so forth. So this is the sum total of 254 local television stations plus *x* number of local radio stations.

Mr. **Benjamin.** Mr. Madigan, may I add one word or two to what Mr. Rogers has said. When we think of $88 million going to the corporation, one must immediately bear two things in mind.

One is that the $88 million is only the Federal Government contribution, and 2½ times that amount must be raised by the country at large, at many levels—at the grassroots—the State, the city, the university, et cetera.

Second, of the $88 million, $44 million goes to the TV stations for their own local community needs as they see fit. Some $6 million goes to the radio stations for the same purpose; $10 to $12 million goes for the interconnection and outright payment both to A.T. & T. and to the servicing of the network. So the amount left for discretionary use is minimal. As one of your committee members complained, there is not enough left after those deductions for discretionary use for national programing. The stimulation of the innovative programing is all I ask for.

Mr. **Madigan.** Mr. Rogers said $108,000 was spent in my community. As a matter of fact, I happen to enjoy public broadcasting very much and I like to listen to the radio in my car with the selection of classical jazz. I suspect that there are not a whole lot of people in my district who happen to listen to that radio station on Sunday afternoon as I do. That community has three television stations and two newspapers and one magazine is published there.

So whether or not that $108,000 even needs to be spent in the minds of a lot of my constituents is something that I cannot answer. When we talk about voting money for public broadcasting, the point I am trying to make to you is that I would like to know more about what public broadcasting is going to do with more money. Exactly what are they going to offer to my constituency that is not presently being offered. If their funding is doubled or tripled, there are only so many hours of broadcast time a day. What kind of programing is going to result from that increased Federal funding? I have not ever heard any discussion of that and I would like to hear a discussion of that. Certainly it does not have to take place today but at some point in time that kind of discussion ought to take place if we are going to talk about more and more Federal money. Now——

Mr. MACDONALD. I am sorry, I have to interrupt. This is the last session. We have had 5 days, this is a wrapup. The witnesses were supposed to come back to answer questions they have not already answered. Mr. Rogers said something I don't think is quite true, the first time I have ever heard him say it to you, when he said that the Government originally thought they were going to fund the whole thing because I was in on the beginning of this. The Government thought that foundations would put seed money in and thereby there would be long-range funding, not Government spending, but now it has become a fact of life——

Mr. ROGERS. Mr. Chairman——

Mr. MACDONALD. We have tried everything and there is no other way so I hope that——

Mr. ROGERS. Mr. Chairman, the Carnegie Committee report contemplated when it suggested——

Mr. MACDONALD. I don't care about the Carnegie report, I tell you what this committee contemplated. We contemplated putting money in to get you on your feet, get you running, get your own money, and you have not done it. That has been my complaint from the first; otherwise, I am 100 percent for it. I think it has been well said and further buttresses my continuing harping at you people as you testify here to let the Congressmen know that they are not the only ones in the district who listen and watch public TV—everybody testifies that and we had some from the districts of everybody who is here today, and some who were not, say, yes, we are going to let them know about that. I, for one, have not got a letter and I just would like to see how many other members of this committee have got letters from anybody supporting public TV at this point.

Have you got any?

Mr. FREY. I had one; my mother. [Laughter.]

Mr. BYRON. My wife, I get a few.

Mr. BRODHEAD. No.

Mr. MACDONALD. You get a few, so it is like a broken record. But don't mislead the Congress and then not clue Congressmen at all. It just becomes a way of life that it is a way of Government putting in money, but that was not the original intention. We have the foundation going and then you are going to go on your own.

Mr. MADIGAN. Mr. Chairman.

Mr. MACDONALD. We have been trying to come up with some long-range financing to get us out from under forever. I would like to say that we saved a billion dollars this week by not sending more money to Vietnam, and therefore maybe we can up the figures for public broadcasting a little bit.

Yes, Mr. Madigan?

Mr. **Madigan.** I yield back the balance of my time. [Laughter.]

Mr. **Macdonald.** After having consumed a half hour.

Mr. Brodhead.

Mr. **Brodhead.** I have no questions, Mr. Chairman.

Mr. **Macdonald.** Do you have any questions?

Mr. **Frey.** I just have a couple.

Mr. **Macdonald.** Go ahead.

Mr. **Frey.** I have a couple questions which I think we should get in the record because in reviewing it, I don't think we have had them and I think it is important. When we hopefully get the funds verifying the matching funds is going to be extremely important. How do we do this? How can we be sure it accurately uses the basis for Federal money?

Mr. **Loomis.** Mr. Frey, we have been very concerned with that problem and it is difficult because many of the licensees have their own and different accounting systems because they belong to different universities and so forth. We have developed a procedure with the stations which we think comes as close as you can in this imperfect world to guaranteeing the accuracy of the figures. The figures must be first certified by the station and then that certification has to be verified by an outside certified public accountant.

Mr. **Frey.** Are you talking about an audit?

Mr. **Loomis.** They have to verify that the methods used by the licensee are accurate, make sense, and have been tested.

Mr. **Frey.** There is a great deal of difference between that, though, and the statement that a CPA, in essence, has conducted an audit. You are not talking about an audit, you are talking about a short-cut audit; right?

Mr. **Loomis.** May I ask Dr. Posner, who is in charge of this, to answer that?

Mr. **Posner.** Mr. Frey, the procedure requires that there be a statement by the certified public accountant and/or by an outside auditor with respect to the specific numbers that determine the amount of the non-Federal revenue to be recorded. That statement states that they have looked at the system used in presenting the numbers. It does not guarantee that every number has been checked.

Mr. **Frey.** It is not an audit then in the true sense of the word as we use in the legal profession?

Mr. **Posner.** It is not an audit in the sense that all the numbers have been individually verified. It is an audit in the usual sense that an auditor certifies that he has looked at the books and records of the statement and he believes the methods used are appropriate and that the figures are based upon the reporting system.

Mr. **Frey.** Do you intend to spot check and, for instance, pull an audit in certain cases to make sure that not only is he doing it the right way but the figures are correct?

Mr. **Loomis.** Yes, Mr. Frey, we do that now and we expect to increase the frequency of the audits. We now have a schedule which calls for each licensee to be audited every 5 years. We plan to increase that schedule so they will be audited every 3 years. All major production contracts are audited each year. Those are by our own auditors.

Mr. Frey. In addition to that, will they audit more than every 3 years on a catch-as-catch-can basis?

Mr. Loomis. Yes.

Mr. Frey. What is the relationship between the amount of local unrestricted support given to the local stations and the amount reserved for the CPB to be carrying out the long-term mandate in the public broadcasting area?

Mr. Loomis. Well, the discretion is a matter of degree at both the national and local ends. If you look at the amounts as planned for the $88 million budget, 50 percent of the total would go to the TV community service grant. That percentage is agreed to formally by TV stations and CPB, so there is no discretion in that. The radio community service grants and the distribution costs, the interconnection lies total another 21 percent. There is virtually no discretion on distribution so that the total is 72 percent. Then if you add to that the ongoing administrative cost which basically is at a constant level, it comes to 76 percent. So you have in round figures a quarter left.

Mr. Frey. About like the Federal budget.

Mr. Loomis. And the quarter is left for the production of programs, both radio and television, and for the research and common broadcasting services. I should point out, however, as Mr. Rovers has, that two-thirds of the money that goes directly to the stations is used for local programing, so programing is a vast amount of that original 50 percent. The same thing is true of course of the radio community service grants; most of that goes for increasing the quality and diversity of the local programs. It is not lost in some personal thing, it very directly improves the quality and diversity of local programing.

Mr. Frey. Two observations I wanted to make. One is on the radio. I think there is a need for more radio and more of an emphasis on it. I hope that you are also going to continue to push the FCC on the spectrum question in order to get them off their chairs to resolve that issue.

Secondly, I think one of the things that occurred to me is the fact that the groups advising public radio or public television are not very diversified.

What, I guess, I really feel is that the average citizen in this country just really is not represented by the groups. You had your special interest group, you are represented in it. You had your people on some of the boards and when you looked at them they were all represented in some kind of an interest. But many individuals in the middle whoever they are, really don't have anything speaking for them. When you look at the percentages of people who watch public television they are not watching it. I don't know if the two are directly related but it seems to me we have to make more of an effort to get those kinds of individuals involved and not just the people in the community who are necessarily the activists as such.

I don't know the answer to the problem. I just raise it because it is one of the feelings I was left with after listening to all the hearings. I think it is one of the great failures of the money we have spent. It is not necessary that we reach every person, I guess, to make it successful and I would agree with that. I think also that we need diversity, and as long as part of the audience is watching it that is so. I think we would all agree that we are not doing a good enough job in this area and that somewhere there is an answer.

Mr. Benjamin. We started a meeting on that, how to distinguish the community for the community leaders. That is a hard question that must be pursued with emphasis to ascertain what the people want on our programs.

Mr. Macdonald. This goes directly to what I was talking about about ascertainment.

Mr. Benjamin. Yes.

Mr. Macdonald. That is why I don't see that it is such a problem as Mr. Byron did today. It does not cost $100,000 to do ascertainment in a community of 60,000 or 100,000 people.

Mr. Gunn. Mr. Frey, I think we are making some progress. I just looked at the audience growth and in 1970–71 when we began using the interconnected system we had about 27 percent of the households watching public television over an 8-week period. That rose the following year to 30 percent, then to 36 percent, until last year it was running about 40 percent of the American households watching. So there is some indication out there that there is a large group watching. Now, we are reaching down into areas where, for example, we are getting about a third of the blue collar homes watching which is this very significant breakthrough for public television.

Mr. Frey. I yield to my friend.

Mr. Gunn. We always assumed higher.

Mr. Frey. I think your figures have indicated that you have two audience groups. There are the younger people across the board and then there is the direct relationship on the graph between the amount of money a person makes and the education in terms of their watching. That came out of one of the publications.

Mr. Gunn. That is true. There is that relationship but there has been very steady progress in the lower income homes and in the blue collar homes.

Mr. Macdonald. Will you take some advice from me?

Mr. Gunn. Yes, sir.

Mr. Macdonald. Never again use the word that you are getting the blue collar audience because this is an American institution. You are not aiming—you get enough whacks for being a leader without sticking your neck out to ask to give proof that the only people you are after are the Ph. D.'s and leaders.

Mr. Gunn. No, sir, absolutely not.

Mr. Macdonald. Well, don't talk about blue collar workers like they were some kind of new species to the United States. [Laughter.]

Mr. Frey. I yield to my friend from Maryland.

Mr. Gunn. No. We are very conscious of this problem and we are working on it.

Mr. Byron. I wonder when you talk about audience and everything, you seem to be missing the point of what I think has commonly been referred to as ETV and all the work that goes on there and I think this is something on the positive side. I have been hoping that the chairman would one morning set aside a couple of hours so that we could get over to Oxon Hill and see the channel 67 about the work that is done on the educational level, in medicine, in vocational training. All this would not be possible, I gather, unless you had some kind of a public broadcasting system, would it?

Mr. LOOMIS. No, it would not. While our figures are very sketchy, we estimated a couple of years ago that we had a minimum of 15 million watching television in class and there were many others who were watching at home and so forth, but it is awfully difficult to get those figures because it is each classroom.

Mr. Byron. I don't understand that. In other words, if a State has a network for continuing adult education, you don't get a feedback on what they are doing?

Mr. LOOMIS. The station has difficulty finding out because you really have to go from classroom to classroom. It can be available in the school but Teacher Jones for one reason or another does not wish to use it while Teacher Smith uses a great deal of it so you cannot sort or add it up until you look at each individual teacher.

Mr. BYRON. How about say something unique, a program tying together doctors in a meeting or State region. Don't you have any figures on that?

Mr. LOOMIS. Yes, that is being done in New York State. I happen to know about that particular case, and it may well be done in other cases that I don't know about; that is my problem.

Mr. BYRON. This would not be possible on commercial TV?

Mr. LOOMIS. No, it would not.

Mr. BYRON. So in that instance you are not getting a direct relationship.

Mr. LOOMIS. In Cleveland they have six or seven of the special broadcast frequencies that require special receivers and they have four or five instructional courses going on simultaneously. The station provided the special antennas required to the school system over a period of years.

They then have a course that is run from the hospital to the medical school so the students may view operations. They have another one, which I think is their seventh circuit, run by Case Western University to eight industrial concerns in the Cleveland area where they provide graduate courses, full credit in engineering and physics subjects. Now, this is possible because that station is not only a public broadcaster in the formal meaning but it also is a part of the community and it is a community telecommunication center. These other services pay their way.

Mr. BYRON. Could we not get an estimate? It seems to me if you are selling public funds this is a very necessary part even if you cannot decide how many families are watching which would not lend itself to family entertainment but a necessary part of educational broadcasting which I believe is in your charter, isn't it?

Mr. LOOMIS. Yes, it is. Well, I must admit, Mr. Byron, it was just yesterday morning I was saying almost exactly what you were saying to one of my staff people, "Please get me the figures." So I hope shortly to be able to give you at least his best estimates.

Mr. BENJAMIN. The support you are getting from the local governments tends to support the conviction that it is essential.

Mr. BYRON. I don't think they really know. The local governments and even the State governments sort of take this thing for granted or else it is not like an organized teacher effort or the organized public maintenance workers or whatever you might see and actually go out and see numbers of people and how many people are getting a

Government salary. In this instance I don't think we really do hear from them. I don't think the chairman or the members of the committee hear.

Mr. Loomis. As previous witnesses have testified, we have used the Advisory Council to do a major study on the instructional television at all levels from preschool to adult education. They just finished the report. It won't be delivered to our board until next month. The main thing it concludes is that historically there has been difficulty in educators and broadcasters working together. There is some mutual distrust. There is some mutual ignorance. We see one of our major functions as trying to be a catalyst to bring these two groups together.

In the process of the study more than 4,000 people participaated around the country, about half broadcasters and half educators. That in itself we think created many bridges that we hope will be productive in the future. We think that, as the program "Ascent of Man" successfully illustrates there should be a mutual use of a program for general liscening and for credit. The "Ascent of Man" is a great program; many people look at it informally for their own education, if you want to use that word. Some 25,000 people are looking at it for credit in some 200-odd universities, so there is a mixture of both instructional television and general television. We see this as the wave of the future.

Mr. Frey. I just have a couple thoughts again although we have talked about it before. I think that we have done a good job on some innovations regarding those with educational problems. I would hope that we would really concentrate on this area in the future and see what other ways there are, what other groups that need services. If it is not going to be done here, it is not going to be done. I think we have got a responsibility really to lead the way in this. I think we have a tremendous chance, and I think you can do good while doing well.

I have asked before and haven't gotten an answer, and for the last question I will ask it again. Do you have any suggestions if long-term financing falls flat?

Mr. Macdonald. About 2 years flat.

Mr. Frey. That is pretty flat.

Mr. Loomis. We would hope that there would be funding for next year and that we would recoup and try again for 5 years. We feel that the 5 years is absolutely essential and we have every hope and prayer that the Congress will give it to us. If we don't succeed, we will just have to keep coming back.

Mr. Frey. I for one am willing to try; however, I just hope that you demonstrate more of an effective lobbying job nationwide than has been done to date—which is about none.

Mr. Macdonald. Thank you.

I would like to get into now some questions that we asked but we didn't have any answers for last time.

I was very impressed by at least three different groups that asked specific questions and we didn't have—we, the editorial we—you didn't have any answers for even though the questions were more or less addressed to me.

One group is the NOW which I thought put in one of the best statements that we have. They expressed their concern which has arisen from the operation of the program cooperative and they endorse the suggestion that communities be further informed on the station cooperative selection process. Now, what has been done, or what is being planned on being done, in that area? Who wants to take that?

Mr. Gunn. I would like to give our point of view on that. The Station Program Cooperative is a means by which the local stations can make a determination of part of the national program schedule which is available to them. I think the keys to making that work are several elements. One is that the stations have sufficient money with which to purchase national programing.

Second is that they have a degree of stability in that funding, both locally and nationally, so that they can do the necessary planning.

Third, I think it does require an ascertainment process which we have talked about earlier whereby the local station really gets in touch with its local community and tries to find out what the needs and interests are.

Mr. Macdonald. Without sounding like a bore, we all know that is a fact but that is what I have been doing since the opening guns here when I asked how are you going to do it.

Mr. Gunn. Some of our stations have taken some innovative approaches to this problem and we have shared those among all of the stations. There is a report coming back to us that more stations are following in the path of some of these innovations. Just to give you some examples of some of the things that have been tried. One has been to put an advertisement in the local newspaper and invite members of the public to come to the studio and to participate with the program staff in reviewing the national programs that are available and provide their comments on those programs.

Mr. Macdonald. Where has this happened?

Mr. Gunn. Yakima, Wash., for example. The station out in the State of Washington has had very substantial success.

Mr. Macdonald. I hope there is no one here from Yakima, Wash. I don't think that is what you call a hub.

Mr. Gunn. Minneapolis, Minn., which is one of our larger cities, has undertaken this process and has had success with it. WGBH in Boston published on the air and in the program guide as well, and asked the public to respond with their interest and concern. I think a number of our other stations have been contacted by local groups.

Mr. Frey. Excuse me. What public and how did they get to them?

Mr. Gunn. They published in the local newspapers and also broadcast it over their own air. We have some stations now that are planning——

Mr. Macdonald. When you say newspapers——

Mr. Gunn. In the local newspapers.

Mr. Macdonald. In the local listings?

Mr. Gunn. They have taken an ad out, taken out an advertisement.

Mr. Macdonald. Local listings get better results.

Mr. Gunn. It brings this to the attention of the public and solicit directly their views.

In addition, we have a number of stations who conduct a regular cross interview of the people in the community, and this has been another technique that has worked. So this is a new process. We are only in the second year of this experiment to see whether or not local stations can make useful decisions regarding their national programming.

I am encouraged by what they are doing, but it is too early, I think, for us to give you a definitive answer that this is the process that is going to meet all of the needs. Indeed, as we have designed it, it is not intended to meet all the needs for national programing, and that is the importance of what the Corporation has set aside and what it calls the Pilot and Development Fund which is dedicated to solving these special problems that have been identified by these groups.

Mr. Macdonald. Well, I think that what you can say definitively is, we sound like a collection of lawyers who can't say anything definitively, but you can say definitively in the experimental stage. It is not an experiment that is about to be abandoned. Just how to perfect it is the real experiment. The idea is here to stay.

Mr. Gunn. We think it is. We hope it is.

Mr. Macdonald. What do you mean you hope? It better be. How else can you know what the public wants?

This is exactly what I have been talking about all day. Now, I bore myself with it. How are you going to find out what the public wants? You don't have enough money to do the Nielsen thing. Unlike Mr. Frey or like Mr. Frey, I don't know, I am not trying to speak for him or against him, but he said he is very interested in how many people you get to watch the program. I am not so interested in that; I am interested in the people that you are aiming at, are you getting them? I don't want to see you in competition with them unless the commercial programing gets even worse than it is. You have got a set thing to do which is public broadcasting to provide special programs, such as how to put up a prefabricated house, which I happened to see, I thought was a great act. You will probably get sued for missing fingers and thumbs, but it is something you don't see anyplace else.

Mr. Rogers. Mr. Chairman, for example, locally everybody does it differently. We have critique committees. We are very, very careful that we get as broad a cross section as we can. They come to somebody's home once a month, and they critique all the programs that have been on the air and what the needs are of the community.

We have an annual meeting of members at which over 1,000 people show up. We put up a big tent on our parking lot, and we spend the evening. We say, "Don't tell us what you like about what we do because we know that we do wonderful things; tell us about what you don't like and what you think we ought to do." We have to serve the public needs, and we have to ask them every which way we know how, and there is no magic formula.

Another thing is, we get letters. You may not yet have gotten any letters, although you are going to be surprised how many letters you will get——

Mr. Macdonald. If I get six, I will be surprised. [Laughter.]

Mr. Benjamin. The whole family will write you.

Mr. Rogers. Mr. Chairman, we get letters from viewers and others both praising and criticizing. We have a regulation, for example, that no letter that is received that deals with programing can be filed, it must be circulated among the people on the board so that we are aware of what is going on. These are the kinds of things that we try to do. Now, we do not represent that we have a monolithic organization where everybody does exactly the same thing in every locality. Some do a better job than others.

If I may, I would hope that there would be no objection if we furnish Mr. Madigan and others with a detailed breakdown of what their community stations really do to serve their publics and what they would like to do if they had more funds because we can do that. We can furnish you with that information.

Mr. MACDONALD. In addition to that, I wish you would make your own arrangements—I can't do it because all Congressmen are very busy and especially in this period of time, and their schedules are so necessarily conflicted. Why don't you make your local contacts and show them the film that you showed here. A picture is worth how many words? Showing that picture is well worth it to anybody that is going to have to vote intelligently on this matter to see what is being done throughout the country.

Mr. ROGERS. We will try to set up a single showing for every single Congressman.

Mr. MACDONALD. Every Congressman who has not already seen it on both sides as well.

Now, about the programing itself and recommendations to you. You have indicated that sometimes the CPB solicits program proposals. What is the procedure after the solicitation is made? Say it is made. Who reviews the proposals, at what time and how was this done?

Mr. LOOMIS. Mr. Chairman, the proposal is reviewed by a group that is pulled together from some of the original members of the seminar that established the specifications. For example, let's take dance, where we had a 2-day seminar of broadcasters and choreographers and others who were interested in the dance. They put out the specifications against which the proposals came back. The review panel had some of the members of the original panel. It had PBS and CPB staff in charge of that particular area and additional experts. So you had a differing view from those who set it up in the first place. They looked at all of the proposals and in the case of dance they had a unanimous decision as to which proposal was the best and which station seemed to be the most qualified. The artistic director was well known and experienced and so forth and then they recommended to us that the award be given to that particular station.

Mr. MACDONALD. I think we are more or less concerned about priorities on which of these programs should be made available.

Mr. LOOMIS. The program priorities are established, by a process which includes having both the PBS staff and the CPB staff in talk with the stations, talk with a variety of other people come up with a proposed list. That list is then reviewed by the program committee of the PBS Board, and by the program committee of the CPB Board. Those two group talk together and the priorities are eventually approved by both Boards. Then we have the responsibility of implementing the decision, and usually that is done about twice a year. It takes about 6 months to begin implementing the priorities that were previously agreed on.

Mr. MACDONALD. And this includes women's programs?

Mr. LOOMIS. Yes.

Mr. MACDONALD. I am going down the list of questions that were asked that I didn't have good answers to.

Mr. Loomis. A women's program is being piloted.

Mr. Macdonald. Which one?

Mr. Loomis. "Woman Alive."

Mr. Macdonald. That is the program in being, isn't it? I have seen it.

Mr. Loomis. There is one program series in being. The local stations made that possible and that is a program called "Woman."

Mr. Macdonald. It originates in Buffalo?

Mr. Loomis. That is correct.

Mr. Macdonald. What is the new name of that one?

Mr. Loomis. The new program being piloted is "Woman Alive."

Mr. Macdonald. "Woman Alive"?

Mr. Loomis. Yes.

Mr. Macdonald. Which would say there are a lot of women that are not alive.

Mr. Loomis. This program was initially piloted by CPB.

Mr. Macdonald. Mr. Frey just asked me the question I could not ask. He wants to know if anyone wanted to have the program title change to "Person Alive"?

Mr. Loomis. In this particular case the title was accurate so there was no problem.

Mr. Benjamin. The program is by women, for women, and about.

Mr. Macdonald. I have been kidding about the women's program but I think they have a legitimate complaint.

Mr. Loomis. Yes, sir.

Mr. Macdonald. And I have not seen much happen.

Mr. Loomis. Well, we finished the pilot and want to produce a series. The problem has been getting the funds to produce it. The corporation has agreed to put up $400,000. We had hoped to raise at least the same amount, hopefully more. We have had difficulty doing that.

The New York station which will be producing it has put up $100,000-some of their own money and we have now agreed to cut back from hour-long programs to half-hour programs so that it will be produced with just our funds and the New York station's funds.

We have not been able to get the underwriting that we had hoped for. We hope once it is on the air we will be able to get underwriting and continue it.

Mr. Rogers. Mr. Chairman, on this subject due to the interruptions in these hearings we have had a meeting of our board of governors and our board of managers of the stations and we have discussed this whole question.

Mr. Macdonald. Which is one of the reasons for the interruptions in case you have not got the gist of the thing.

Mr. Rogers. We would like to express to you some of the thoughts of the system that came out of that meeting. If you have 1 or 2 minutes to listen I can do that.

Mr. Macdonald. Sure.

Mr. Gunn. I think one of the major questions that we are wrestling with is the definition of a program for minorities and for women. As we have listened to the people who come to the Hill, it is our impression that they define it very, very narrowly—by, for and about the particular area that they are interested in.

I think it was the consensus that that is a very important area and that we are already doing a rather substantial job for most—not all but most—of the people in that area. The difficulty that we find as we review our performance is that if we are not careful, we are tending toward segregating these audiences and narrowing our focus to the point that we are going to create many ghettoes of programs just designed so narrowly for a specific group that they exclude everybody else.

Now, the question we have is what is the balance that we ought to try to achieve between narrowly focused programing for these audiences and more broadly focused programing? For example, a program called "Consumer Survival Kit," it is our opinion, would be of broad general interest to those groups and would be extremely valuable, yet by definition it is excluded from being important and vital to those groups. We think that is a question that we all as an institution will have to address. We also need to address something which is——

Mr. Macdonald. Mr. Gunn, if I could just interrupt you. I agree with you that these things by their very nature are difficult to define but in the decisionmaking about whether or not they should be included in a women's category—for lack of a better word—don't you think it would be well to sit down with some representative of women's groups?

Mr. Gunn. I certainly agree.

Mr. Macdonald. It has not happened yet?

Mr. Gunn. We have had conversations.

Mr. Macdonald. But you have not had any this year for a concrete example.

Mr. Loomis. Yes, Mr. Chairman. We have reviewed our programing with ACNO and in that group is Cathy Irwin, who testified here. So the women's groups have that forum in which they make their views known. We have had at least three, and maybe more, specific meetings with the program committee of ACNO on the subject of women's programs and these were day-long meetings.

Mr. Frey. Would you yield, Mr. Chairman?

Mr. Macdonald. Sure.

Mr. Frey. They are making their pitch to an all-male board, except one.

Mr. Benjamin. We are soon going to have three.

Mr. Frey. All right.

Mr. Benjamin. Subject to confirmation.

Mr. Frey. I didn't mean to stop everything.

Mr. Macdonald. No, I was just thinking.

I am a little confused now because they complained—I can't paraphrase their exact language but they felt that there were meetings and meetings. I could go to a Republican caucus and plead for something and I might have a couple of friendly faces but——

Mr. Frey. We get together in the phone booth. [Laughter]

Mr. Macdonald. Well, you can enlarge the phone booth or I could crawl in. But you know what I am talking about. What happened as to the recommendations? Were they just received and thanked very much? Are their suggestions given serious consideration and, if so, how does this manifest itself?

Mr. Loomis. It has been given very serious consideration and the CPB board has been concerned with both minority programing and employment and women's programing and employment. The corporation establish a Panel on Essentials for Minority Programs, which met for 3 or 4 months and developed recommendations which were presented to CPB.

More recently, the board established a task force on women. We expect that the task force will come out with a series of recommendations which we will have to implement, assuming the board accepts them. These will take time to implement and they will take the coordination and cooperation of Public Broadcasting Service and the radio people to do it.

This is a very decentralized system, it is impossible for any central group to give an order and have everybody lock step and walk off in that direction. Like any democratic process it takes time and constant pushing your position and a series of smaller victories before results are achieved. I think that both the minorities and the women have done a great deal in the last year in making the system aware of their needs and the system is doing its best to be responsive to those needs.

Mr. Macdonald. I am not sure that they feel the same way but I am going to go off on a different subject because that is your response, right?

Mr. Loomis. Yes, sir.

Mr. Macdonald. They suggested employment data not only on the national level but on a local level which continued to be reviewed, analyzed, and made available.

We would want them available here in oversight hearings because frankly when we start the hearings we don't have any hard and fast things to go on.

Mr. Loomis. Well, we welcome that suggestion and we are very happy to do so. Each year we publish detailed books, one on television and one on radio, which include a lot of the statistics used in their testimony. They recommended that some of these statistics be included in our annual report. We think that is redundant since they are already published in another book and they tend to be voluminous statistics.

Mr. Macdonald. They are very complimentary in the pictures you had in there.

Mr. Loomis. Yes, they were.

If the Congress wishes us to, we could add the statistics to the annual report. We just think it would be redundant to make the annual report a very big document rather than a smaller, short document.

Mr. Macdonald. I think if you broke it into sections that some of us, myself or somebody, Mr. Frey or anybody else, would put it in the Congressional Record.

Mr. Loomis. We will be happy to do that.

Mr. Rogers. Mr. Chairman, we at our meeting have decided that we would like to take certain affirmative actions in this regard and one of the things that we are suggesting—we have suggested before but we are going to be very much more active—is to take these groups who come before you when you have these hearings and invite them to have their local chapters in each place where we have licensees meet the local people. We will take them, if necessary, by the hand

and introduce them and get the story over because this is a two-way street. A great many people would like to come in front of you and perhaps you will say that I am one of them, you know, once in a while, and say, "Please do this" in the hope that some magic wand can be waved. The way to do it is to go to the local communities. Everyone has a different problem. I mean, you have a different situation in Harlem than you will in Dubuque. To go to the local communities and say, here is where we are deficient, this is what we want to do, let's go hand in hand to the educational institutions and say can we get some training courses, let's go hand in hand to the managers and the boards and say why don't we have general managers of such and such a group and so forth. We are going to take positive action to make this available to people who are willing to hold out their hands and cooperate with us to try to get this job done together and not just sit here and blame everybody or give excuses.

Mr. **Macdonald.** I think that is a good idea. Has this been broached to the people?

Mr. **Rogers.** It came up before the meeting and we were unanimous in our decision to do it. The people have gone home and we are putting in an implementation viewpoint. We have invited them before but inviting is not enough. I remember one year I was heckled by a representative of NOW who said that they were not properly represented on our Board and so on and so forth, so we invited her to join the Board. We said, "All you have to do is join the Board and get to work and do the job." She joined the Board and she didn't do the work and she didn't do the job. What we should do is get somebody locally to do the job.

Mr. **Macdonald.** Where did this heckling take place? Not here?

Mr. **Rogers.** In the annual meetings in Dallas. We were very responsive to the public, Mr. Chairman.

Mr. **Macdonald.** I believe it but all I can add is you should be because we are giving you their money, so you do have a duty to them.

Mr. **Rogers.** Yes.

Mr. **Macdonald.** I know you recognize that fact.

Mr. **Rogers.** Incidentally, a few years ago we had none supporting us in Dallas and we have 35,000 today supporting us.

Mr. **Macdonald.** None are members from ACNO?

Mr. **Rogers.** I am sure some of them belong to organizations.

Mr. **Macdonald.** They didn't seem terribly friendly to me. I don't mean personally friendly to me or to you. If you do what you suggest you are going to do, I think that is fine. Personally they were talking about why not have more seminars. I don't think those seminars are worth much, maybe because I have been to some. I don't think anything gets done. Unless you have complete strangers in the field I don't think a seminar does much.

I think your idea of having everybody together and sitting down to talk the thing out and say "Well, what is your complaint?" and "OK, will you do this if I do that?" that is the way to do it I would think. You are in the process of doing that?

Mr. **Rogers.** Yes. That has to be done in each individual local case because the local people know what the problems are better than we can know them nationally.

Mr. **Macdonald.** Right. Well, to turn to the other questions that I didn't have a very good answer for—the Black Media Coalition suggestion for ascertainment. We have been over that ground, but lets return to it. Ascertainment has not worked well in Boston. They had a strike for taking a black program off the air, if I recall. I don't know how it was resolved. How was it resolved?

Mr. **Gunn.** It was resolved with the community. They went to work directly with the black community and the program is on and is thriving; as a matter of fact, it will probably be part of our national program schedule this year.

Mr. **Macdonald.** The suggestion Mr. Marshall made just struck a note with me that it would be a quick inexpensive way of ascertainment, and maybe it is because I am aware of channel 2's fund-raising week when Mr. Marshall indicated to me he thought that the ascertainment week which is to be run on the same line as a fund-raising week would serve their purposes very well. If that were adopted I think that would go a long way for better relationships within the community.

Mr. **Gunn.** I think that is a very interesting and very useful idea and in some ways it is an expansion of what they are doing in Minneapolis and Washington.

Mr. **Macdonald.** And it would seem to me to be more expensive.

Mr. **Gunn.** Yes.

Mr. **Macdonald.** He had a number of suggestions, I am just picking the ones that hit me. Another was about the program production center for minority programs. Couldn't you set one up along the lines of Children's Television Workshop or NPACT? Does that strike anyone? Would they want to be heard about that?

Mr. **Loomis.** We have given some consideration to that suggestion, Mr. Chairman, and we think there are probably better ways of encouraging the production of excellent and diverse programing. The problem with "black programing" is that it is a very diverse field. There are many, many kinds of black programing and we would be concerned that if production was concentrated to any one center it would tend to have one form or at least a preponderance of one form.

The CTW that he mentioned, the Children's Television Workshop, really had only two shows—one pretty uniform audience, children—and it could concentrate on just that. It is years down the line before CTW has begun to look at other audiences and to get away from their one specialty.

NPACT was responsible for the coverage of the national political scene from Washington. Although the involvement of the Congress and the Executive and so forth brings diversity, there is still only one subject. While black programing is black culture, is black public affairs, it is many, many different things.

Mr. **Macdonald.** Could this not come out of a workshop?

Mr. **Loomis.** We would prefer to see local stations, several of whom now have black programs at a local level and some at the national level, like New York, like Philadelphia, like San Francisco, try to develop differing centers in different parts of the country. The black needs and experiences are so diverse there would be serious problems trying to centralize them in any one place.

Mr. **Gunn.** I think——

Mr. **Macdonald.** It would not be a local thing, it would tend to become too national?

Mr. **Loomis.** The examples that have been used, the Children's Television Workshop and NPACT, both had the purpose of producing quality national programs, each in their specialty. We question whether black programing is narrow enough to be specialized and feel one major production source would be too specialized.

Mr. **Macdonald.** Well, an African history type thing by nature would be national in appeal, not local, would it not?

Mr. **Loomis.** Correct.

Mr. **Macdonald.** Is there such an African heritage or black history program?

Mr. **Loomis.** There have been individual programs done in that area, but there has not been major continuing funding.

Mr. **Macdonald.** It seems that one program like that would include a lot of people in the 50 States, 48 States that have public broadcasting.

Mr. **Loomis.** Forty-eight States.

Mr. **Macdonald.** With the radio also.

Mr. **Gunn.** Mr. Chairman, we think there may be another problem with that particular approach to the extent that if we are to require funding on the order of the Children's Television Workshop which runs in the tens of millions of dollars, it would tend to concentrate all of our resources in one single workshop and I think there would be a real danger that individual local efforts and other national efforts would be diminished by that.

Mr. **Macdonald.** Congresman Clay, who is communications representative for the Black Caucus in the Congress was unable to be here but he submitted a statement which I hope you read and I thought it was a very moderate and very well thought-out statement in which he thought it would be a good idea to have an expanded staff within CPB of minority affairs which could perhaps be in an advisory capacity for programing but also would interest themselves in the employment and training side that has been referred to so often. I think that could be done without too much expense. I think that's a pretty good idea.

Mr. **Benjamin.** I think that is more vital than the accent on programing because you need the talent to make a good program.

Mr. **Macdonald.** Right.

Mr. **Benjamin.** Remembering "Jane Pitman," public broadcasting would have been proud of one of the greatest black dramas in history had it been on PTV, but that took 3 years of planning and an awful lot of money to produce and it was done by commercial TV.

Mr. **Macdonald.** But my point is within CPB to expand the minority programing by including more blacks so you are getting input directly from the black community.

Mr. **Loomis.** Mr. Chairman, right after I joined that corporation we created the job of assistant to the president for minority affairs. We now have one black officer there and one Spanish-American officer and their jobs are twofold. One is to inform us of the thinking and desires of the minority community and conversely to inform the minority community of our problems. They advise the Corporation in all its activities—programing activities, employment activities, training research and so forth—so that we are aware of the minority considerations in all our decisions.

Mr. **Macdonald.** I think an expansion would not cost all that much and I think in comparison with the results I see as being possible would be a good investment because especially if we get enough money it is more or less a drop in the bucket and I would recommend to you that this be followed.

Mr. **Benjamin.** Also, you should know, Mr. Chairman, it was the recommendation as well of our own panel in CPB for the implementation of those ideas.

Mr. **Macdonald.** Yes, but that didn't happen.

Mr. **Loomis.** Yes, it went from one to two.

Mr. **Macdonald.** You doubled your staff. I do pay attention to figures. You doubled your staff for minority planning. How many? It went up from one to two. I think maybe further additions are not out of line at all because of the ever expanding group that is aware of the broadcasting.

The gentleman representing the AFL–CIO and I had no way of knowing if what he said was correct or not, but he said you had people working for you that were working for under scale and that seems strange to me. He was saying it and I could not say "No, you are wrong."

Does anyone know?

Mr. **Rogers.** Yes, Mr. Chairman: first let's get into the record that as we sit here there is not a single labor dispute in public broadcasting.

Mr. **Macdonald.** All right. That is good but that is not my question.

Mr. **Rogers.** Now let's go to the next thing. The AFL–CIO and all the unions have local unions that know the local conditions. They are aggressive people and they know what is best for themselves and in their community.

Now, 5 years ago you probably had a great many people who were working at wages in various public television stations that were not the same wages as were paid in the commercial stations. Today in the bigger stations we made a quick check out and we figured that about a third of the stations, the biggest ones, are in line with the commercial stations. We also found that a great many of the smaller stations exist to a large extent on volunteers from universities and schools and others without which they could not keep their doors open.

Mr. **Macdonald.** I asked them about apprentices. I want them under the heading apprentices. They said no, they were not talking about apprentices. He was talking about people, staff, that were working under scale.

Mr. **Rogers.** Well, I think they have all the necessary strength and ability and wisdom and skill to look out for themselves without adding any more.

Mr. **Macdonald.** All right, Mr. Rogers. I understand that. I understand the way the movement is but I must say now that I am just asking the question again. Are people working in public broadcasting under scale?

Mr. **Rogers.** There are a great many public broadcasting organizations that have no unions at all.

Mr. **Macdonald.** That is why——

Mr. **Rogers**. The question of scale is something I cannot answer because I don't know what the scale is.

Mr. **Macdonald**. I can't conceive of having a cameraman not being a member of the union.

Mr. **Rogers**. Oh, there are a lot of cameramen who are not members of the union.

Mr. **Macdonald**. Independent?

Mr. **Rogers**. Absolutely.

Mr. **Macdonald**. He does not care much about his future because he is not going any place.

Mr. **Gunn**. Mr. Chairman, about two-thirds of our stations are affiliated with institutions and their wage scales are very directly tied in with the wage scales of the institutions and they are not necessarily reflective of the wage scales in the commercial broadcasting nor could they be.

Mr. **Macdonald**. Not theoretical. WGBH—I am not being parochial, I am just using a specific question because I know about this specific. You need not tell me that those cameramen in a place as big as that, it is not affiliated with anything, it has an affinity with Harvard but it is not affiliated with it. Those cameramen are working under scale?

Mr. **Gunn**. No, sir. That is a major production center and as Mr. Rogers indicated, I would say almost every one of our major production centers in our large city stations are working at scale or above.

Mr. **Macdonald**. That is what I felt. But Mr. Rogers says a lot of them aren't.

Mr. **Gunn**. We have about two-thirds of our system which are relatively small systems which are directly affiliated with school boards and colleges.

Mr. **Macdonald**. I was not talking about them. Cable TV in Malden, Mass., my home, uses high school kids but I lump them under apprentices.

Mr. **Gunn**. The University of New Hampshire up in Durham, N.H., has a much lower wage scale than in Boston.

Mr. **Macdonald**. And it shows, too, I might add. [Laughter.]

Well, he wanted amendments put in which I didn't reject but I didn't feel strongly about putting in amendments to the bill. Maybe something in the report that the legislation be amended to insure that Federal funds be used for program material made in the United States. It seemed to me without thinking about it too deeply that it would be very difficult to separate the funds—this is Federal, that is the State, this is the something else.

Does anyone have anything to say except you all agree?

Mr. **Benjamin**. I surely agree that people meet the standard of living wage which the union may or may not be——

Mr. **Macdonald**. As I said to him, it is the chicken and the egg. If you get enough money, you can put on good programs. He talked about the British Broadcasting System which I am no great fan of. What has been imported is pretty good. I gave him your figure, Mr. Gunn, and he said that was a lump sum. Having thought about it I think you are probably right in the children's area and——

Mr. **Gunn**. No, sir. It is over a wide range of programs.

Mr. **Macdonald**. Would you like to——

Mr. **Gunn**. I would like to enter it into the record.

Mr. MACDONALD. Yes. Give it to me right now and then enter it because we are going to mark this thing up pretty quick so we get to the appropriations.

Mr. GUNN. The programs that we exported included Washington Straight Talk——

Mr. MACDONALD. I don't mean about just programs that were exported percentagewise because you made a thing of it that public broadcasting was for the first time exporting more than importing.

Now, among the imports, what is the percentage of children's programing as compared to public affairs programing?

Mr. GUNN. I don't have the percentage breakdown between the two. I have the complete list of the individual programs.

Mr. MACDONALD. It seemed to me you might have some validity and it would be top heavy in exporting children's programs.

Mr. GUNN. I don't understand this distinction between children and nonchildren in the programs. I don't see the importance of the children's programing that is being exported.

Mr. MACDONALD. What was popular in my mind was "Sesame Street," "Electric Company."

Mr. GUNN. Those are all produced under union contracts with scale or above. They are among our best examples of using a wide range of talent and having that talent exported abroad.

Mr. MACDONALD. I guess what he was really talking about—he was at the end of the session and I didn't have a chance to get into it too deeply—was the fact that we don't do enough good dramatic production, musicals, that kind of thing, to export. Like the British, the only good stuff they send over is "Upstairs, Downstairs" or "Masterpiece Theater."

Mr. GUNN. As Mr. Loomis can tell you, the private foundations and corporations are about to underwrite the largest drama series in the history of public television. They call it "Visions," a $10 million project.

Mr. MACDONALD. His amendment would not go to that, that is foundation. His amendment would not go to that.

Mr. GUNN. There is money in that as well.

Mr. LOOMIS. I don't have the money figures, but I do have the hour figures from PBS, and they indicate that 115 program hours were sold to 13 countries. In comparison, 103½ hours were imported from five countries. That means therefore that 11½ hours more were sold than received and there are no children's programs in that total.

Mr. MACDONALD. There were no children's programs?

Mr. LOOMIS Right.

In addition to the hours I just listed CTW has different relationships with half a dozen foreign countries where "Sesame Street" is translated and used, but we do not have the figures because they are individual arrangements. Parts of the show are sold rather than the whole show, and it is a complex thing. The figures that show the 11 hours more being exported than imported do not include any children's shows being exported.

Mr. MACDONALD. All right. Well, he wanted more or less a Davis-Bacon approach to salaries. I don't have that in my notes but it sticks in my mind. Is that practical?

Well, I see two heads going, yes; and one head going, no.

Mr. **Benjamin.** What was your question, sir?

Mr. **Macdonald.** I know Davis-Bacon is practical in the building trades and everything else but is it practical here? That is what I was not sure of.

Mr. **Rogers.** I don't think so.

Mr. **Macdonald.** Let's take a quick tally. Any yeses? Yes; it is practical? Everyone thinks it is impractical?

Does anyone have any special reason that I have not thought of about the small station?

OK. We have not heard from the radio at all and I am hustling because that is the end. I read in the papers that you were already no longer a band of brothers but you were fussing and feuding; about TV was mad because radio is going to get an extra hunk or you didn't think you were getting enough or what. Is that trade press talk, or New York Times talk, or is it true? There is no escaping because we have you all here.

Sir.

Mr. **Coffey.** From my perspective I think it is very much trade press talk. There are certainly tugs and pulls where money is involved regardless of the institution, but it is always drawn out of perspective because that is what attracts attention.

Mr. **Macdonald.** You talk like a public office holder. [Laughter.] Including Congress.

Mr. **Macdonald.** Are you satisfied with the way everything has been received today? Would you shake your head about most of it or do you have certain reservations?

Mr. **Coffey.** I would only make some brief comments, Mr. Chairman, about certain items that came up today.

The first is your questioning on ascertainment. On the radio side, the approach we have taken has been to establish community advisory boards to the local station from the broadest segment of the community. Now, in 1975 as part of the community service grant program the Corporation is requiring the radio stations—and I just want to quote their language—that prior to receiving a 1975 incentive grant as part of your community service grant you must "have the existence of a mechanism which facilitates regular formal consultation with representatives of the community regarding the activities of the station."

I think that attempts to go to the question of ascertainment.

I find in my conversations with the Federal Communications Commission that they are most flexible on the question of ascertainment. They have just in past weeks announced that they are excluding all commercial radio stations in markets below 10,000 population. They are going to shorten——

Mr. **Macdonald.** This may not be a mistake.

Mr. **Coffey.** But they are going to shorten the form and I just point to it as a sign of flexibility, not as a sign of desirable result, necessarily.

Mr. **Macdonald.** You didn't take it as a crumb being thrown?

Mr. **Coffey.** No. I think they are really in a quandary as to which way to go. They have been working on the revision of the commercial ascertainment for some 6, 7 months now. Commissioner Robinson, at our radio meeting which was held here just several weeks ago indicated that as soon as they got the commercial ascertainment straightened out from their perspective they were going to address the subject of noncommercial ascertainment. So, I think that forces are in motion to make that decision.

Mr. Madigan's concern about the issue of what is the money going to be spent for, we will supply for him or for the record, whatever is your desire.

Mr. MACDONALD. Do both. Get his quicker than this.

Mr. COFFEY. Yes. A copy of the 5-year plan for the development of the radio system and a copy of the 5-year long-range plan for the development of national public radio.

Mr. MACDONALD. There is one answer to him that I want to get into, because there is no point in getting into a hassle about it. Are there a lot of automobiles unequipped to get your programs?

Mr. COFFEY. That is right. Only about 15 to 18 percent of the cars on the road have FM capability. So they don't get the FM programs that you mainly broadcast.

Mr. FRISCHKNECHT. I am Lee Frischknecht, president of the National Public Radio.

There have been a number of statements made and questions asked by witnesses and previous testimony here about our organization, National Public Radio, which we have not really had an opportunity to address today. There are questions about NPR's employment of women and minorities and national programing for women and minorities and the question about how the additional money will be used. I would like the opportunity to provide that to you in writing, or by whatever mechanism you would like.

Mr. MACDONALD. You have 3 minutes. Give me the question and the answer.

I thought as far as minority hiring was going you were pretty good.

Mr. FRISCHKNECHT. Mr. Chairman, in the earlier testimony Mr. Coffey pointed out that given their circumstances local public radio stations are doing better than local public television. It is also true that overall, National Public Radio's employment of minorities and women is significantly better than the public radio system. NPR's problem exists at the higher employment levels.

Mr. MACDONALD. What were you going to add?

Mr. FRISCHKNECHT. I was going to say an explanation of the questions that have been raised about our organization is not the kind of thing I can do in 3 minutes, and if it is not out of order I would like to provide the information to you in writing. You obviously do not have time to listen.

Mr. MACDONALD. Well, the bells have gone for one thing. I have missed enough quorum calls in these days of hearings to last me a week—I mean a month, a year.

All right. I am advised that there are serious problems, so be sure and put it in the record. Sketch them out for me.

Mr. FRISCHKNECHT. Well, both the National Black Media Coalition and the National Organization for Women suggested that the record of National Public Radio is, if anything, worse than at any other national organization.

Mr. MACDONALD. Well, take a few minutes to respond. I am sure you are not going to say they are right.

Mr. FRISCHKNECHT. I am not going to say they are not right. I would like to take a great deal more time to tell you.

Mr. MACDONALD. You are going to have as long as you want to write an article. You have 2 minutes to answer me. Why are they wrong?

Mr. FRISCHKNECHT. I am not saying they are wrong.

Mr. MACDONALD. Why are they right?

Mr. FRISCHKNECHT. They are right because the facts speak for themselves. In the higher echelons of the National Public Radio organization there are not enough representatives from minority groups and there are not enough women and there are reasons for that, and it is that reasoning that I would like to get at. And it is not the kind of thing that I can do in 2 minutes, it takes some historical perspective and understanding of the way the organization is developed and what we are attempting to do about it.

Mr. MACDONALD. Let's take the last part, What are you attempting to do?

Mr. FRISCHKNECHT. We have in terms of programing specific projects underway and another one in planning. In terms of employment we have an affirmative action plan that is developed and a training program that is under development at the present time. Those are the short answers but they are not very complete. I can supply further details for the record.

Mr. MACDONALD. Hearing no objection, it will be received for the record.

[The following material was received for the record:]

RESPONSE OF LEE C. FRISCHKNECHT, PRESIDENT, NATIONAL PUBLIC RADIO TO TESTIMONY BY REPRESENTATIVES OF THE NATIONAL BLACK MEDIA COALITION AND THE NATIONAL ORGANIZATION FOR WOMEN

Mr. Chairman, a number of questions were raised and statements made by other witnesses in previous testimony before this committee concerning National Public Radio, especially with regard to NPR employment and programming practices relating to minorities and women. I should like to respond to those matters and provide other pertinent background and data in this statement.

EMPLOYMENT OF MINORITIES AND WOMEN

The matter of equal employment opportunity has been a serious concern of both the staff and Board of Directors of NPR almost since its inception. The Board directed the staff to develop policies for Board review early in the existence of the Corporation. Such work proceeded through several stages and drafts before the Board felt appropriate policies and plans were ready for approval. Such approval was made on an interim basis on August 13, 1973. A revised policy was approved by the Board on August 15, 1974. A Special Interest Programs resolution was approved on November 17, 1974. (Copies attached.)

The Corporation has moved to develop an Affirmative Action Plan in accordance with Federal regulations. The procedural aspects of such a plan were made part of the NPR Manual of Policies and Procedures which became effective November 11, 1974. Continuing effort is being given to the development and activation of all aspects of the Affirmative Action Plan including a utilization study, setting of specific goals, and implementation of administrative procedures associated with the plan.

Certain components of the plan have been completed. However, the process has been slowed due to the lack of industry data to which NPR can be compared. Nor is data available concerning the pool of qualified minorities and women and the degree to which that pool relates to the total pool for our industry. In the absence of such data, NPR has been working with statistics developed by the National Council of the Churches of Christ and data supplied by the D.C. Manpower Administration.

I believe it would be useful for the committee to understand the perspective of NPR in approaching the matter of implementing equal employment opportunity policies. NPR is a new organization. In ten days we will have been operating a national program service for only four years. During those four years we have placed primary emphasis upon the start-up of this entirely new kind of organization with goals and operating procedures never before tried in broadcasting. We have been preoccupied with the start-up phase of this organization.

When recruiting began in the winter of 1970–71, there existed no ready pool of people trained in public radio programming at the national level. The kind of programming proposed by NPR by its constituent membership had never been done before. The people we needed didn't exist; they still don't for the most part.

Commercial broadcasting experience is not easily transferable to public radio especially at the higher levels due to entirely different motivations and kinds of programming. While some individuals can bridge that gap, few have done so successfully to date. Some came from public television; quite a few came from the print medium. But in all cases, none of these media were any better staffed with minorities and women than the public radio system itself.

As a farm system for a national program agency, the public radio system has just begun to provide a small pool of potential employees for NPR. Many of the public radio stations were and are very new and their staffs had little experience at the local level and virtually no experience outside of very small operations. Thus they were not and still largely are not able to serve as a marketplace for NPR staff. And as with the other media, the public radio system has few minority and women staff members, especially at the higher levels which might qualify them as candidates for NPR positions.

NPR is already far ahead of the public radio system in its employment of minorities and women. The system has 20% women employees; NPR has 32%. The system has 9% minority employees; NPR has 17%. Thus we cannot look to this system at the present time as a means of locating many minorities and women for the NPR staff.

It is also true that qualified women and minority persons are in high demand throughout the industry. Every segment is interested in improving their employment in this area. Thus the three most successful persons of this kind yet employed at NPR—two black programmers and one woman executive—have been lured away to positions with greater pay and responsibility in other organizations.

In fact, we do not believe that NPR's record of employment of minorities and women is that bad. Most of the criticism relates to the lack of such staff members at the higher levels in the organization. That is true, of course; the facts speak for themselves. But I should like to point out that the picture is not as bleak as some would believe.

In an organization such as NPR where immediacy is the key to success and deadlines are being met hourly, the decision-making process is highly decentralized and results in most of the day-to-day, hour-by-hour decisions being made by staff members below the top three position levels. It is true that the officers, department directors, and producers interpret the goals and objectives of the organization and its membership in broad, general decisions. But the daily program decisions are made by reporters, associate producers, assistant producers, and technical operators whose ranks are more heavily populated by women and minorities.

At the same time we realize that we must find ways to achieve better representation of women and minorities in the highel levels of the organization and balance their presence in the lowest levels.

NPR has established certain interim goals for hiring, which, if successfully implemented, will assist NPR in increasing both the number/percentage of minority and female employees and their placement at higher levels in the organization. Those interim goals presently call for NPR to seek to employ 2 females at the managerial level and 1 male black at the professionual level. The plan also calls for the employment of 1 white at the lowest level in the staff structure to relieve an over-concentration of black staff members which presently exists at that level.

NPR also is in the process of developing a training program which will assist in creating staff opportunities for upward mobility in the organization. It should also increase the labor pool of qualified applicants from which the industry at large could draw. It is worth noting that in the past 18 months ending March 3, 1975, 3 minorities and 5 women have received promotions from low-level positions.

The outline of our training needs has been completed and we will be meeting with a consultant to begin development of a series of potential projects both for upward mobility of existing staff and development of human resources not presently on the staff. While modest funds are available now for some internal work, the bulk of these projects will be dependent upon the availability of increased funding outside of present resources.

We know we must do a better job of locating those potential candidates and we will step up our efforts to publicize position availabilities. You can be sure that notification will include the National Black Media Coalition and the National Organization of Women.

We do hope for improvement in the public radio system as a pool of potential employees for NPR. There are two black-managed stations operating and two more such groups are nearing activation. There are 4 stations managed by native Americans and one more about to go on the air. And there is now one station managed by Latinos.

PROGRAMMING ABOUT AND BY/FOR MINORITIES AND WOMEN

It must be understood at the outset of this topic that the efforts of NPR must be synchronized with the member stations of the organization. NPR is not a licensee of any station and is not in a position to dictate the programming of the individual licensees who operate the stations using NPR programs. At the same time it is recognized that NPR can and should play a leadership role in assisting the stations to a better understanding of the role that NPR can play in helping them provide services to their minority and female audiences.

The key to this effort is the ascertainment of community needs. And while it is true that the principal ascertainment effort must be conducted in each individual community of service, we agree with Bill Fore of ACNO that national ascertainment must be done to ensure that national issues are identified; that all groups in the nation are represented and that the entire nation is represented, not just those areas presently covered by the NPR stations.

To date NPR has found it necessary to try to utilize ascertainment research done by other organizations, none of its designed to meet our needs. Previous mention has been made in these hearings of the interest of the Markle Foundation in this matter. We are encouraged to know that a pilot project is underway funded by Markle to test a mechanism which might be applied to a national sample. But that too will take additional funds if the pilot proves successful.

There are two kinds of programming potential for women and minorities: programming *about* these people intended for a general audience; and programming *by and for* these people intended for a specific special interest group.

NPR has been quite successful in providing material *about* women and minority groups in its *general audience* programming. This kind of programming was developed first by NPR in order to ensure a critical mass of programming that could be used by the majority of the stations thus making our early efforts economically viable.

Although NPR doubled the amount of programming about women and minorities during the current fiscal year, it is not enough. Should the $88 million level be realized, we would be able to add staff specifically directed to the subjects of minority and women's programming, thereby substantially increasing such activities.

NPR efforts at programming *by and for* minorities and women are much less advanced except for the one special interest group traditionally served by public radio, the so-called classical music audience. We have made some small beginnings to supply other kinds of music programming for which our members feel there is need in their communities, especially jazz and folk music.

Beyond that we have begun a six month project to ascertain the availability of existing programs being produced *by and for* minorities and women by the local public radio stations. Once we gather samples of such programs, we will expose them to the staffs of the member stations and determine the degree to which they could and would use them. Should the needs of the stations require such programming, we would then seek the funds to permit the regular distribution of these station-produced programs which have more-than-local utility.

It should be understood that there is a deterrent to having many stations utilize programs of the traditional 15, 30, and 60 minute lengths. Increasingly, radio stations are moving to so-called "format" radio where the station tends to be one continuous programs of a certain kind of music or spoken word programming. Discrete programs do not fit well in such formats.

To better accommodate to that situation, we have had success in providing relatively short modular units of program material from 3 to 10 minutes in length which can be interspersed within the "format" schedule. We have in mind developing the capability to produce and acquire such short modular materials *by and for* women and minorities. Some pilot funds are already available at CPB and we wil seek permission to use some of those funds to test this concept. If successful, we would need additional funds to continue beyond the pilot stage.

In summary, it can be said that the NPR Board and staff and the staffs of its constituent member stations understand the obligation we face to provide increased employment and programming for women and minorities. The task will not be an easy one to accomplish, especially in the employment area. But we believe we have made progress and can do much more toward assisting these groups to equality in our society. We believe we have a critical mass of resource upon which to build such success should the additional funding required be forthcoming.

ATTACHMENT 1

1702. EQUAL EMPLOYMENT OPPORTUNITY

In order to achieve a talented and professional staff composed of individuals from all sectors of our population, it is the policy of National Public Radio to provide equal opportunity and participation to all applicants and employees without regard to race, color, national origin, age, religion or sex. National Public Radio endorses and adopts completely the intent and spirit of equal opportunity for employment and promotion as a matter of fundamental fairness. Each person will be accorded equal treatment in matters of employment, volunteer work, training, promotion, benefits and compensation. Furthermore, it is the position of National Public Radio that these objectives can only be realized through affirmative action designed and effectively implemented to seek out, train and include additional minority/female persons as effective members of the staff.

It is the goal of this policy to achieve a mixture of personnel which reasonably reflects the complex make-up of the American population, as served by the network of NPR member stations.

ATTACHMENT 2

SPECIAL INTEREST PROGRAMS AT NATIONAL PUBLIC RADIO[1]

The American society is a pluralistic one, composed of many groups and speaking with many voices. In order to serve the diverse needs of that society, NPR must reflect that pluralism.

There are many special interest groups within our society identified by race, sex, age, vocation, hobby, socio-economic status, and other factors. While recognizing that NPR should be and will be concerned with all of them, special attention will be focused on those groups which, by virtue of their ethnic or social identity, are subjected to the disadvantages inherent in a position of inequality in the American social structure.

NPR will:

1. provide materials *about* these groups on a regular and frequent basis through existing program formats and vehicles in order to give the general audience a better understanding of the history, culture, needs, concerns, successes, and problems of special interest groups.
2. establish new program vehicles *about*, *by* and *for* special interest groups.

NPR will utilize members of special interest groups in the planning and production of materials about and for those groups.

The character of these services will be determined by local and national ascertainment of needs of the people. In the absence of current formal ascertainment data, NPR has determined to devote special attention to women, blacks, elderly, Hispanic-Americans, native Americans, and the poor until such formal ascertainment procedures can be accomplished.

Mr. MACDONALD. If there is nothing further, the hearings are——

Mr. ROGERS. Would you give me 2 minutes to sum up?

Mr. MACDONALD. Yes.

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[1] In the development of this policy, the special interest subcommittee of the NPR Board committee on Corporate Planning and Program policy reviewed the May 1974 report of the CPB Advisory Panel on Essentials for Effective Minority Programming. This policy is supportive of the basic concepts and definitions in that report.

Mr. ROGERS. You have conducted a long, patient, thorough inquiry into the need for legislation which is being proposed.

As I have learned from attending these hearings and reading the testimony of those whom you have heard, we seem to have arrived at these fundamental conclusions:

One. A long-range insulated funding mechanism must be found and implemented.

Two. The mechanism must afford the institution of public broadcasting a reasonable assurance that it can take the necessary steps to plan quality programing years in advance, when necessary; to attract and hold talented women and men from every corner of this land to choose a career in public broadcasting; to induce Mr. and Mrs. America to support their local stations, not as a one-time gesture but as a steadfast and dedicated forward commitment; and finally—and perhaps most important—to guarantee to each citizen that this powerful instrument, public broadcasting, will always be the people's, and will never come under the sway or dominance of any powerful force or forces—whether political or economic.

Let's now take a look at this legislation as proposed and see if it has all the necessary ingredients—if it, in truth, holds the public's needs.

First, this is a long-range funding plan which is realistic. When the Carnegie Commission was planning the birth of this institution, the distinguished men and women on that commission said that there must be insulated long-range funding or the dream of a sound and independent public broadcasting system could never become a reality.

On many occasions I have heard Dr. Killian say to all of us—and to everyone who would listen—that insulated long-range financing was a sine qua non, that failure to accomplish this objective could have no result but the destruction of the institution.

Every President and every Congress since the passage in 1967 of the Public Broadcasting Act have declared their endorsement of this principle.

I need not remind the chairman that year after year he has criticized the administration, the directors and officers of the Corporation for Public Broadcasting, and all the leaders of this institution that they owed the American people an insulated long-range financing bill; that, indeed, the failure to propose such legislation was not only a reflection on them, but, far more important, a disservice to the American people.

Mr. Chairman, the legislation being proposed is the answer you have sought.

There is no proposal here that each television set in the country be subject to an annual tax sufficient to finance public broadcasting.

There is no proposal that the commercial television licensees be subjected to a tax, either on volume or on profit, sufficient to finance public broadcasting.

There is no proposal that each new television and radio set manufactured and sold contain in its price a dedicated tax sufficient to finance public broadcasting.

There is no proposal that the Congress set aside a guaranteed amount annually in a trust fund, financed by taxes, sufficient to guarantee the financial requirements of public broadcasting.

What we have here is a simple—but powerful—proposal: If the people, with non-Federal funds, will support the institution of public broadcasting, then the Congress will agree to match that support with roughly 28 percent of the funds. The non-Federal funds are to be $2.50 for every $1 of matching Federal funds. And if the public does not put up its non-Federal funds first, it has no guarantee of a single dollar from the Federal Treasury.

Why this proposal took 8 years to come before you, and why it took a nationwide task force to propose it, is of no importance. It is here, it is sound, it is workable, it is fair, and it ought to be enacted into law.

The Treasury has been safeguarded by modest ceilings so that in the event the public support greatly exceeded our optimistic estimates, the amount authorized would place a finite top during each of the 5 years.

The Congress is also safeguarded in that it has the right to require a yearly accounting, not only as to funds expended, but also as to the progress and accomplishments of the institution in its service to the many and diverse publics it is expected to serve.

Second, 5 years is not too long for an institution of this kind. It is not so long as the 12 years of the BBC charter, but it is at least a beginning, with sufficient duration to encourage planning for quality programing, and to make possible local and national activities, which can bring to our institution the two needed ingredients: talented people and a steady flow of recurrent and increasing funds from many sources.

Finally, you have listened to many witnesses. They have expressed their opinions freely and forcefully, particularly as to their conceptions of the needs as well as to matters which concern them and those they represent.

Even the severest critics agree on the need for the legislation. No person objected to the 5 years. No person objected to the matching principle. No person said his constituents would not support the bill—from which, I assume, we will have the active financial support of their constituents since the funds must largely be raised from non-Federal sources. Only one witness objected to the ceilings as being too high; many feel that they would have preferred higher ceilings.

All seemed to agree that the concerns of women and minorities could be met if all of us worked together. All seemed to be willing to try to accomplish much more in satisfying these concerns, but hoped that oversight hearings from this committee would be salutary in such an accomplishment.

So with your permission, I should like to close on a personal note. For some years I have dedicated myself to the accomplishment of the dream of many who came before me. In the quest for insulated long-range financing, I have been a disciple of such outstanding leaders as Jim Killian and Torbert Macdonald. But, Mr. Chairman, in the words of the September Song, "The days grow long and we have reached November. . . . We haven't got time for the waiting game."

There is a tide in the affairs of men, and in the affairs of institutions—and for public broadcasting that tide is running now. I beg your committee and you, and good men and women everywhere, to join hands and get this job done, now.

Mr. Macdonald. Why don't you save that for the Appropriations Committee?

Mr. Rogers. That is why I was trying to put it in the record. [Laughter.]

Mr. Macdonald. Put it in the record and get your people to lobby the Congress.

Thank you very much. The hearing is adjourned.

Mr. Benjamin. Thank you.

[The following statements and letters were received for the record:]

STATEMENT OF JOAN GANZ COONEY, PRESIDENT, THE CHILDREN'S TELEVISION WORKSHOP

(Producers of Sesame Street, The Electric Company, and Feeling Good)

Mr. Chairman and Members of the Subcommittee: Thank you for the opportunity to comment in support of long range funding legislation for public broadcasting. The 250 independent public stations, as well as the CPB and PBS which work with and serve them, have demonstrated their usefulness as a vital national resource. Adequate levels of long term matching. Federal support will provide the financial base needed for public television to continue service to local communities, and to further realize the constructive potential of the medium.

Let me be clear that the Children's Television Workshop has a direct stake in public broadcasting. We began Sesame Street and The Electric Company with help from the U.S. Office of Education, foundations and later from the Corporation for Public Broadcasting. Today, more than 40% of the financial support for these two programs comes from public broadcasting; public stations broadcast our programming, and do so on schedules appropriate to our target audiences.

These programs are doing the job we set out to do. Research has documented solid progress in basic skills: children who watch with some frequency show significantly better gains in developing cognitive skills taught by the programs than those kids who do not watch. Perhaps most satisfying—and fundamental to the show's educational success—is the fact that children watch because they want to, not because they have to.

The impact of Sesame Street and The Electric Company is enhanced by public broadcasting's heavy pattern of daily and weekend repeat showings, which make Sesame Street and The Electric Company more widely broadcast than any programs on non-commercial television today, or perhaps even on commercial television. The results are that the two shows reached an estimated 15 million children last year—a substantial portion of all the children in our target age groups.

More recently the Workshop began its first series for adults, "Feeling Good," dealing with problems of health. From the beginning planning stages more than two years ago, this series has had major financial support from the Corporation for Public Broadcasting. "Feeling Good" is a major television experiment, the first attempt to convey health information to adults on a continuing week-by-week basis.

The series made its initial debut last November 20. Despite substantial critical acclaim and a significant number of individual responses to referral information, it was clear to us that it was not as effective as it might be and that with major revisions, the series could do a much better job. We approached CPB and our other major underwriters with a proposition: to take the series off the air for two months, revise its format and approach, and return to the air in April. CPB, our underwriters, and PBS gave strong support to this course of action. Judging from the initial reviews of the revised series, our decision was sensible.

But the important point is that public broadcasting's commitment to experimentation and to public service made it possible for us to undertake an unprecedented step to revise and improve a major experimental television effort. Without adequately funded public broadcasting, such experimentation for public service simply would not be possible. All experiments cannot be expected to succeed as Sesame Street and The Electric Company have, not even as we believe "Feeling Good" will, but without the means and commitment possible with a strong public broadcasting community, television will never progress on its potential as a mass education and communications medium.

Our experience relates closely to the need for long term funding you are considering today.

First, it is evidence of public broadcasting's success in meeting needs which would otherwise go unmet. In children's programming, not to mention public affairs and other programming areas, public broadcasting has made a clear case that it can successfully do those things that commercial broadcasters cannot or will not do. The fact is that the system has provided the best service to children in the history of broadcasting.

Second, public broadcasting needs adequate funds to finance the initiation of experimental programming such as ours. The hard fact is that production of programming which must compete for attention against commercial network entertainment offerings is usually expensive.

In my view, the ceilings recommended by public broadcasters—beginning at $88 million and rising to $160 million—are essential to ensure that public broadcasting can continue to introduce new quality programming.

Third, adequate funds are needed on a long-term basis to maintain support of effective programming. While Sesame Street was a popular "overnight success" in its first year, we have continued to learn, improving and broadening the impact of the program substantially with each year's production. A higher level of funds available on a multiyear basis will make it possible for the system and for production centers such as ours to more sensibly plan continued development of successful programming.

Let me address the need for higher ceilings on Federal matching funds from the point of view of incentives for fund raising by public broadcasting. Stations have found Sesame Street and The Electric Company to be extremely effective in raising funds from the public in local communities. We have cooperated with the stations in this effort and will be working even more closely with them in the future.

Feeling Good outreach efforts have brought together stations and local health and service agencies—and their clients—in a way which makes more sectors of the community aware of the service potential of public television.

The point is that stations find quality productions which have gained a good measure of support to be a useful reference in raising funds. It is much less effective to try and raise funds on the basis of programming which may be developed in future—by us or anyone else. Therefore, the system needs an adequate level of funds to pay for quality production, which in turn can be used to attract funds from the public.

Mr. Chairman, as an independent production center, we naturally have an important direct interest in long term funding for programing. But before closing, I want to try to take a larger perspective.

The Carnegie Commission report in 1967 outlined a realizable ideal for public television. Obviously we have not yet fulfilled that ideal. But as we attempt to move forward, we should not forget that we have made an honest and substantial start. There is substantial programing of demonstrated excellence on public television—both national and local.

Public stations—within the tight limits of budget and production costs—have lived by the spirit and letter of the Commission's recommendations on localism. One example is the excellent cooperation we have received from local stations all over the country in our efforts to increase the utilization of Sesame Street and The Electric Company by our disadvantaged target groups. Community groups, day care centers, schools, and local institutions have enjoyed active and effective help from local stations.

Another example is the interest and help we are receiving from local public stations in connection with outreach efforts for "Feeling Good." About 150 stations have set up local information referrals for the show in cooperation with local health or service organizations. Altogether about 175 individual public stations have become involved in sponsoring or supporting direct outreach activities to further the objectives of "Feeling Good."

From our viewpoint, this combination of adequately financed and expertly produced national productions with well coordinated local efforts by stations sensitive to the needs of their communities, characterize one unique potential of public broadcasting. It is a vital part of the concept of localism, and one which Congress can take pride in having nurtured.

I am confident that with adequate financing on a long term basis we will accelerate progress toward the goals set by the Carnegie Commission.

From our own experience we know that public broadcasting works. It provides a substantive service to the communities it services. With your strong support, it can be made to work even better.

Thank you.

STATEMENT OF THE JOINT COUNCIL ON EDUCATIONAL TELECOMMUNICATIONS

In 1950, the JCET was organized by the American Council on Education, the National Education Association, the National Association of Educational Broadcasters, the Council of Chief State School Officers and other leading educational associations to promote the establishment of public television. Then called the Joint Committee on Educational Television, the JCET led the successful effort to alert the educational community to the potentials of the then-new medium and to persuade the Federal Communications Commission to reserve in every major American community one or more channels for non-commercial television.

That landmark action by the FCC made public television possible by assuring the availability of necessary frequencies. No less important is public broadcasting's need for adequate financing on a sound and stable basis. For that reason, the JCET now urges passage of H.R. 4563.

Within the last few years, public radio and television have begun to realize those hopes which the JCET's founders held in 1950; but it has long been clear that realization of public broadcasting's full promise requires a system of continuing and insulated Federal support on a basis which will permit adequate planning and which will allow for both quantitative and qualitative growth.

In recent years, the Joint Council on Educational Telecommunications has helped direct attention to the new opportunities which cable, satellites, and cassettes hold for education. We are pleased to note that this bill help open the way for "the use of nonbroadcast communications technologies" as well as conventional radio and television.

The JCET was one of the leading forces in bringing into being the new Public Service Satellite Consortium, an organization which will identify and aggregate educational, health care, and other public service users of satellite technology in order to assist in arranging communications services on a cost-sharing basis, and to develop practices which will encourage the experimental uses of new telecommunications services. Clearly, both public radio and public television will be among the prime users of this new technology, and the Consortium—for which JCET is presently the secretariat—will be working closely with PBS and NPR as theirs and the Consortium's planning develops.

At the local level, support for public broadcasting is growing as never before. While H.R. 4563 provides a mechanism of matching funds to encourage and reward the continuing growth of non-Federal support, the presently proposed ceilings on Federal contributions tend to thwart that excellent intention. Cognizant of the strong pressures which mitigate against any increased Federal spending, we nonetheless join with those who point out that each Federal dollar appropriated to the Public Broadcasting Fund reflects and helps to generate two dollars and fifty cents in non-Federal monies. We hope that modifications can be made in the bill which will provide maximum incentives for the continued growth of grass roots support.

Parenthetically, JCET would like to state its firm support for a complementary piece of legislation which will hopefully soon be before this Committee—The Telecommunications Facilities and Demonstration Act of 1975—which will further strengthen the non-commercial broadcasting system through updating of existing facilities, establishment of new facilities where none now exist, will permit the use of such facilities in conjunction with technologies other than broadcast, and provide for innovative demonstrations of new technology usage for public service purposes. As you well know, it too is a funding program based on a matching formula, once again insuring that the American people attest in concrete terms to their faith in, and their need for, a public broadcasting system of quality and vigor. In short, H.R. 4563, while of vital importance to public broadcasting and to the country at large, is but half of the legislative program which must be passed if we are to insure that our public broadcasting system will achieve the goals which the members of this Committee, among many dedicated others, have set for it.

Thus we believe that, strengthened to the greatest degree possible, H.R. 4563 can contribute greatly to the realization of a new level of public radio and television service for the American people and can help to begin the exploration and exploitation of the new communications technologies for public education and enlightenment.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
COMMITTEE ON APPROPRIATIONS,
Washington, D.C., April 21, 1975.

Hon. TORBERT H. MACDONALD,
Chairman, Subcommittee on Communications,
House Interstate and Foreign Commerce Committee,
Washington, D.C.

DEAR MR. CHAIRMAN: I am writing to express my concern about the long-range financing bill for public broadcasting (H.R. 4563) which is currently pending before your Subcommittee.

I feel compelled to express my concern about the bill in its present form for several reasons. First, the bill would violate Rule XXI, Clause 5 of the Rules of the House. Second, the whole concept of such a bill would seem to me to be a direct contradiction of the basic philosophy and purpose of the Budget and Impoundment Control Act of 1974. Third, this bill, as you know, would completely remove the Corporation for Public Broadcasting from the annual budgetary process and the related fiscal discipline which results from that process. The bill would, in effect, appropriate $452,500,000 over a period of five fiscal years.

The Corporation for Public Broadcasting has experienced significant growth in the level of its annual appropriations since its beginning in fiscal year 1969. Specifically, the appropriation has grown from $5 million in fiscal year 1969 to $62 million in the current fiscal year. I do not believe it can be said that the Congress has not adequately supported the funding of public broadcasting. I also want to say that it would certainly be possible, providing that your Committee authorized it by law, for the Appropriations Committee to appropriate funds to the Corporation for Public Broadcasting on an advanced basis. The Committee recognizes that it is desirable and necessary to provide advanced funding for certain programs and has recently reinstituted this practice in connection with many of the education programs. It seems to me that some type of advance funding could be provided by the Appropriations Committee through the regular budget process that would meet the needs of the public broadcasting community for sufficient lead time in which to plan and produce new programming.

I want to stress that I am not addressing the merits of public broadcasting. I am very much concerned, however, about the fiscal situation and the need to follow the principles and disciplines established by the Congressional Budget and Impoundment Control Act.

I strongly urge you and the Members of your Subcommittee to amend H.R. 4563 by striking out the proposed new paragraph (4) under Subsection 396(k) of the Communications Act of 1934.

I would very much appreciate it if you would allow this letter to be inserted in the printed hearings on this bill.

Thank you for your consideration of this matter.

Sincerely,

GEORGE H. MAHON,
Chairman.

[Telegram]

ASPEN INSTITUTE,
Palo Alto, Calif., April 10, 1975.

Chairman TORBERT MACDONALD,
House Subcommittee on Communications, Rayburn Building, U.S. Capitol, Washington, D.C.

We urge passage of the Public Broadcasting Financing Act of 1975, now before your committee. Having followed closely public broadcasting's struggle to emerge as an effective medium of non-commercial communication in America, we believe that long-range Federal funding is the single most important step to guarantee independence and to nurture creativity for the system. We endorse the incentive provisions which will stimulate the stations to raise matching contributions.

Our independent study confirms other financial analyses that public television and radio suffer from chronic malnutrition which has stunted its potential to serve the public good. The budgetary ceilings proposed by the Administration would perpetuate that malnutrition and undermine the incentive for greater state and community support. We believe the levels proposed by the Corporation for Public Broadcasting will come closer toward attaining the critical mass which will permit public broadcasting to flourish. Five year funding will also insure the time for planning to achieve excellence in programming.

Congress has already made the commitment to establish a system insulated from governmental and political pressures. To extend the present practice of short-term financing will nullify this commitment. We believe public broadcasting's future will be decisively shaped by Congressional action this year on the pending legislation.

We have sent you the report on our recent conference held at Endicott House in Massachusetts devoted to the future of public broadcasting. We hope this can be included in the appendix of your hearing record.

With best regards,

DOUGLASS CATER,
Director, Aspen Institute Program on Communications and Society.

REPORT ON THE THIRD ASPEN INSTITUTE CONFERENCE ON PUBLIC TELEVISION

> Programming is a lot of things—it's creativity; it's the stimulation of new, creative people; it's encouragement for people who have never been creative but who have it in them to become creative . . . The priority today has to be programming; it's high time we got to it.
>
> ROBERT BENJAMIN,
> *Chairman of the Board, Corporation for Public Broadcasting.*

INTRODUCTION

On January 9–11, 1975, the Aspen Program on Communications and Society convened its third annual Conference on Public Television at Endicott House in Dedham, Massachusetts. Its purpose was bring together participants of varying perspectives to consider public television's future—away from the adversary atmosphere of Washington. Past conferences had been devoted to issues of financing and organizational structure to achieve independence and viability for the system. The Third Conference focused on problems of programming—how to nurture creativity for the system.

Participants (see attached list) included representatives from the Corporation for Public Broadcasting (CPB), the Public Broadcasting Service (PBS), station managers, program producers, philanthropic foundations, communications lawyers, as well as officials from the Executive and Congress. They were asked to put emphasis on "yesable" propositions—concrete proposals for dealing with specific problems. While attention was naturally devoted to problem areas, the conference also reflected a growing sense of progress and accomplishment in public broadcasting. No attempt was made to poll the participants on various recommendations. Nor were participants asked to approve or disapprove this summary of the discussions.

Background papers were distributed in advance, including:

Programming: The Illusory Priority.—Richard Moore, producer and former General Manager, KQED, San Francisco.

Public Television's Station Program Cooperative: An Analysis of the First Year's Experience.—Natan Katzman, Director CPB/NCES Programming Project.

Program Rights in Public Broadcasting.—Eugene N. Aleinikoff, communications attorney.

A Crisis of Identity: What Is Public Broadcasting?— Anne W. Branscomb, communications attorney.

CONFERENCE SUMMARY

This report of the principal discussions has been organized according to key topics:

I. Urgent Tasks for Public Television

There was general consensus that in 1975 public television faces three urgent tasks:

A. To pass during the 1975 session of Congress the long-range financing legislation, at the funding levels proposed by the Corporation for Public Broadcasting.

B. To create a program development fund, insulated and protected from political and bureaucratic pressures.

C. To develop and refine the Station Program Cooperative.

II. Putting Programming First

Richard Moore's paper set the theme that programming always tends to rank last in public television's order of priorities. It was generally agreed that now is the time for the system to take initiatives to reverse this order. Throughout the conference the participants probed the conditions that encourage creativity. One producer suggested that this really means the care and development of talented people. It will require: (1) sufficient and predictable sources of funds; (2) an organizational environment which provides a healthy balance between freedom and discipline; (3) incentives for the artist. Creativity in programming, it was pointed out, does not necessarily mean large monetary rewards; it does mean, however, a "climate," and "atmosphere" to which an artist feels attracted and in which he finds personal satisfaction.

One participant argued that during the long fight for institutional survival limited funds have been dispensed simply to perpetuate the system, and the attitude has become ingrained that "the system is more important than individuals." To counteract this, programming authority should be independent and insulated from bureaucratic cautiousness. Producers should have access without necessarily going through individual station management. Others agreed that the mechanisms for funding and development of new program projects need improvement, but not by establishing still another organization in a system already overly organized. Instead, it was recommended, CPB should create an inviolate fund to be used exclusively for program development. Decisions on new programs shoud be simplified and not require review by multi-layered committees. Providing seed money for promising proposals might be handled by a revolving fund. Successful programs would eventually re-pay to this fund the initial investment in planning, scripting, and piloting.

Addressing the public television leadership, one young producer argued, "You don't have a door." He voiced a frustration built up during his attempts to promote an idea for a new program series. There are in fact many doors, another participant countered, but there is no "road map" to those doors. The task for public television is to insure that entrance procedures are clear and widely known.

Finally, it was argued that while the quality of public television's programming has risen dramatically, a sophisticated approach to program promotion marketing and distribution has lagged far behind. Conferees pointed out that commercial television and movie producers spend large sums on selling their product. The time has come for public television to recognize this aspect of programming and to plan for it in the budgeting stage. A suggestion made at the conference was the CPB and PBS create a unit solely responsible for marketing and distribution.

III. Setting Program Objectives

A repeated theme during the conference was that if programming decisions are not to be made in a vacuum, public television must develop objectives to measure success or failure of a program. Such decisions must be made at many points: Once the planning stage for a program is completed, there is the basic "go/no go" decision. Later comes another decision on whether to continue a program series after a year, or two years. Deciding when the time has come to kill a program has proved to be one of the most difficult problems in public television.

Unlike commercial television, which simply measures success in terms of audience size and demographic composition, public television has no clear criteria for determining success. It was agreed that attracting the largest possible number of viewers should not become the sole objective. However, it was considered important that some determinants of success, both qualitative and quantitative, be systematically developed. One proposal suggested that in the future, every new program proposal be required to include a statement of objectives.

The temporary withdrawal of *Feeling Good*, the Children's Television Workshop's health series, had just been announced. The implications of that decision were discussed. The primary reason for cancellation was that the series was not meeting the objectives set for it by CTW. Most important was its failure to attract enough of the program's target audience of 18- to 35-year-olds. According to Lloyd Morrisett, chairman of the CTW board, "We had to do in public television what *Medical Center* or *Ben Casey* was doing in commercial television . . . I'm still confident that with effective production and the right amount of creativity it's possible to do it. We haven't done it yet, and that's why we decided to go back to the drawing board."

It was also argued that the problems of *Feeling Good* did not represent a failure of the "CTW model" (which succeeded so well in producing *Sesame Street* and *The Electric Company*), but rather a failure to apply the model properly. Unlike the earlier programs, a single team of researchers and creative producers did not see the program through from inception to broadcast. Nor were research results in viewer response to pilot films used, as the model dictated. Another participant suggested that the Workshop should be commended for its willingness to recognize its problems and make the difficult decision to withdraw its own program.

IV. The Station Program Cooperative

The participants examined the first year's experience of the Station Program Cooperative (SPC I). It is a system unique to public television through which the individual stations bid and pay for programs to be distributed by PBS. This year, SPC-financed programs account for nearly 50 percent of the total prime time hours and 30 percent of the prime time funding.

One criticism expressed at the conference was that SPC I had funded only existing or slightly repackaged programs. It has functioned primarily as a refunding mechanism rather than a program innovator. As one participant stated, "The system is weighted in favor of the status quo." Others argued that SPC I successfully accomplished its limited objectives: (1) to give stations responsibility to choose their own programs; (2) to preserve certain programs and to discard others; (3) to insulate public television from political and other pressures.

Both SPC I and SPC II, now in progress, must be considered experimental. The miracle is that this computerized marketplace has worked at all. Nonetheless, participants urged caution that the cooperative not be allowed to become a means for distributing only the tried, the true, and the most low priced programs. The system needs a way to encourage experiment and innovation. There was debate whether the marketplace cooperative should be weighted in favor of innovation or whether to rely on separate program development funds outside SPC. But there was clear agreement that SPC should find ways to permit better communication among the stations during the bidding process, provide better descriptions of program offerings, and perhaps offer evaluations of lesser known programs. Planning should get underway immediately to make SPC III, for the 1976 season, an improvement over the first two years.

V. Long-Range Financing

Since the passage of the Public Broadcasting Act of 1967, public television has received one year and most recently two-year authorizations for federal funding. Present authorization for federal funding expires this June. Long-range financing insulated from the political process has been an elusive dream. But at long last, the White House has recommended and Congress is now considering a five year authorization and appropriation bill.

Participants agreed that the next six months will provide the crucial test of whether public television can achieve long-range financing to bring stability to the system. If it fails this year, one participant warned, the dream may be postponed indefinitely.

Attainment of long-range financing, however, will not solve all of the financial problems. Public television faces acute pressures resulting from inflation, growth of the system, and the phasing out of Ford Foundation support. Board members of CPB (as well as PBS, National Public Radio, and the Association of Public Radio Stations) have all publicly urged a higher level of funding than the figures proposed by the White House.

The levels of federal support requested by CPB and those proposed by the Office of Telecommunications Policy may be compared:

	CPB requested	OTP proposed
Fiscal year:		
1976	88,000,000	70,000,000
1977	103,000,000	80,000,000
1978	121,000,000	90,000,000
1979	140,000,000	95,000,000
1980	160,000,000	100,000,000

Participants agreed that the higher funding levels are essential to maintain incentives for raising increased matching funds on the local level—a provision built into the federal formula. Even at the higher levels, the system will still have to operate on substantially less than was recommended by the CPB Long-Range Financing Report. Congress, more than one conferee stressed, should be urged not to compromise on budget levels.

VI. Insulation From Government

Even with long-range financing, it was pointed out, there is a creeping danger of interference by a number of federal agencies (e.g., the Law Enforcement Assistance Administration) contracting directly with public television stations to produce programs for national distribution. While the contracts may contain provisions for "no editorial control" by the government agency, nonetheless the potential for abuse is there. Several propositions were advanced to deal with this issue: (1) CPB and PBS should work out a standard contract and voluntary guidelines for stations dealing with government agencies; (2) the Office of Telecommunications Policy should review and work out a government-wide policy; (3) Congress should forbid government agencies from funding public television programs directly; instead all federal funds for production should be channeled through CPB.

It was agreed that this represents a delicate issue. *Sesame Street*, for example, would not have been developed without generous HEW support. Public television will have to move skillfully to maintain its independence without unnecessarily slamming the door on badly needed program support.

VII. Corporate Underwriting

Public television has gained growing support from subsidy of programs by private corporations. Many excellent programs, such as *Masterpiece Theatre*, have been funded and promoted in this way. While the benefits of underwriting to an impoverished system are obvious, there are also threats. The mere appearance of corporate names, particularly with public affairs programs, may cause public skepticism about the integrity of the system. As one participant said, "There are certain chemistries that don't mix." Corporate sponsored advertising in newspapers and on commercial TV for public television programs may be reaching the outer limits of what is healthy for a non-commercial service. It is incumbent upon CPB and PBS to set forth clear guidelines for corporate underwriting.

VIII. Program Rights

Conference participants looked at the issue of program rights. How does a system which is so diverse in production centers develop a set of standards for negotiating with talent and labor unions? Traditionally, it has been done on an ad hoc basis at the local station level. However, public television is reaching a stage of growth when voluntary guidelines to negotiate program rights may be required in order to avoid escalating costs as well as restrictions on program use. Those with production experience argued that contracts should be generous in granting residual benefits to the talent in exchange for the right to extended broadcast usage. Public television must encourage repeated viewing of its best programs, unlike commercial television which sharply curtails such repetition.

IX. Copyright

Public television, which has historically benefited from "not for profit" exemptions in the present Copyright Law enacted in 1909, almost lost this benefit in the amendments considered by the Senate last year. Conferees argued that there must be a more watchful effort to make sure that public television's interests are fully and fairly treated as the revised Copyright Act moves to final passage, likely in the present Congress.

X. Ascertainment

One participant described the "ideal cycle of programming" as: (1) ascertainment of community needs; (2) conceptualization of programs to meet those needs; (3) production; (4) evaluation. Public television has rarely managed to carry out this cycle in its program development. Commercial stations are required under FCC regulation to go through an extensive ascertainment procedure before each license renewal non-commercial stations have been spared this requirement in the past. However, the FCC may now be preparing to require public television stations to ascertain problems and issues in their communities. A few stations have already taken initiatives. Conferees expressed the view that this should be a welcomed endeavor. Instead of the costly, voluminous and often unread surveys conducted by commercial stations, public television should seek to develop a meaningful dialogue with its many constituents, real and potential. On-the-air public forums could be an effective way of ascertaining community problems and needs.

XI. Coverage of Congress

A joint House-Senate committee has recommended that Congress undertake a one year, limited experiment with audio and video coverage of its plenary sessions. There have been indications that public television may be asked to contract for gavel-to-gavel video recording. This, it was argued by some conferees, represents an opportunity that public television should be happy to accept. At the same time. There should be a clear distinction between a contractual arrangement for video recording and public television's independent decision or broadcast use. The video record would be made available to commercial and non-commercial broadcasters alike. Public television would undoubtedly wish to provide extensive airing of debates and legislative round-ups, but the decision of what and how much to broadcast must be retained by PBS and the local stations.

XII. Efficiency in the National System

One final area of concern about the structure of public television voiced at the conference was the continued growth of the bureaucracies at CPB and PBS. It was pointed out, however, that American public television is committed to a policy of decentralization. Although a single national agency (like the BBC) might be economically more efficient, it would be politically unacceptable. However, if more than 20 percent of public television funds are spent on administrative costs, Congress is likely to start raising questions. Participants urged a review of functions of both CPB and PBS to eliminate unnecessary duplication. (A joint committee has already been established to study budget priorities.) If the system is to work smoothly, there must be a clearer definition of the roles of each agency.

What we end up with in the homes of this country is all that really matters. Structure, funding, everything else should lead to that one result. In my opinion those of us who have had the responsibility to provide the mechanism for encouraging experienced creators, rising creators, and totally unknown creators to come to us have failed, except for minor, spotty results . . . We've got to have some type of organization that cuts across all of the organizations to which people can come, submit their proposals, and get a quick answer. We should strive to have two or three major new program entries every fall season. If public broadcasting is going to continue to thrive, I think it is absolutely essential that we find a way to establish a staff with a seperate program investment fund and hold that group answerable for the incubation of newness.

THOMAS MOORE,
Board of Directors, Corporation for Public Broadasting.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., May 14, 1975.

Mr. HENRY LOOMIS,
President, Corporation for Public Broadcasting,
Washington, D.C.

DEAR HENRY: On April 14th I wrote requesting that you outline among other things your recruitment procedures for filling upper-level and professional positions with minority and women personnel. You responded quickly and for the record that your "recruitment policy includes internal posting of vacancies, advertising if appropriate and notification of the following organizations: NOW, Cabinet Commission on Opportunities for Spanish Speaking People, National Urban League, and the National Association of Black Accountants."

Shortly after I received this response I learned that you filled a vacancy for Director of Research at CPB without following these procedures. Without passing judgment on the individual selected, I am disturbed that CPB does not always follow its official positions for filling upper and professional level positions. I would like to know why your procedures were not followed in this instance.

Finally, I again want you to know that I support the long-range financing bill for public broadcasting However, I share most of the concerns raised by those testifying at our hearings on this bill. I today raised a subject which will appear in the Committee report expressing my concern that CPB has not yet funded daily programing for the elderly and near-elderly on a national basis. This is most disturbing to me because I understand that you have had many worthy proposals for such programing before you for nearly two years now.

On these and other subjects I hope CPB will recognize the urgent need to take the initiative in solving some of its internal problems. As this bill is considered by the Appropriations Committee and the full House, it is important that you mobilize all of the many groups predisposed to support long-range financing for public broadcasting. This can best be done if the various interested groups know that you are using the available federal funds as fairly and effectively as possible.

Sincerely yours,

TIMOTHY E. WIRTH.

CORPORATION FOR PUBLIC BROADCASTING,
Washington, D.C. May 20, 1975.

Hon. TIMOTHY E. WIRTH,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. WIRTH: I am responding to your letter of May 14 in which you express concern over two separate matters: (1) a reported failure on our part to follow our official hiring policies in a specific instance; and (2) the fact that CPB has not yet funded daily programming for the elderly and near-elderly on a national basis.

Let me first explain the situation with respect to our hiring of a Director of Research. When I came to the Corporation, I was most interested in making better use of communications research as one of the ways in which we might improve public broadcasting's effectiveness. I found that the Corporation had (with the assistance of the Ford Foundation and such noted research academicians as Dr. Wilbur Schramm, formerly of Stanford University; Dr. Fred Yu of Columbia University; and Dr. Ithiel de Sola Pool of MIT) engaged the services of an absolutely first-rate academic research man. This employee, I soon discovered, brought to the Corporation a very high degree of professionalism, thoroughness, and integrity. It was also clear, however, that with heavy demands for audience research, ascertainment research, and formative and marketing research, he was spread much too thin. Therefore, over a year ago, we agreed that he should hire a deputy to aid him, particularly in managing the many facets of the research function.

In the process of recruiting for what was originally a deputy director, we went through our internal procedures of posting the position so as to give first consideration to CPB employees. At the time, the procedures for contacting specific minority and women's organizations had not been formalized and we did not contact these organizations, although several women and minorities were interviewed for the position.

Last winter my Executive Vice President and I decided that the nature of the research function in the Corporation had changed somewhat, and that we ought to consider bringing in as a new head of research a person better qualified in managing the operation as well as someone with more experience in the formative, or marketing, aspects of research. Although our policy was to post all positions at the time this decision was made, I made the judgment that because of the uncertainty of our being able to find the kind of person we wanted, and to avoid personal embarrassment and damage to a valued and sensitive employee, we should not post the position of Research Director.

We decided that the best way to secure someone we wanted was to make use once again of a recruitment agency which had in the past given us extremely well-qualified candidates for other senior positions. I should add that our instructions to this agency made it totally clear that we were an equal employment opportunity organization, and I personally made sure that, all other things being equal, we would prefer a woman or minority candidate.

The recruitment agency was unable to find a qualified minority or woman applicant that it could refer to us as one of the 5-person slate it developed for us. On inquiry, I learned that at least five women had been considered; that two had been asked whether they were interested; and that none was interested.

Our basic hiring policy is substantially as you mention in your letter. A more complete statement is contained in the attached memorandum that I sent out on May 7, 1975, to all CPB employees.

With respect to your concern over our development of programs for the elderly: We have received, over the past two years, in excess of twenty proposals from many producers, all claiming their approach to programing for the aged was the best. The problems of the elderly are, as you well know, many and complex. Assessing the varied approaches to the subject in the light of the issues, the public television audience, media habits of the elderly, and the target audience (for the elderly or about the elderly) in order to provide programing which would have the maximum impact on these problems has been a lengthy and important process. Staff of CPB began research two years ago, and last September we held a seminar bringing the entire programing staffs of CPB and PBS together in order to assess and expand the research process. Several producers, a few experts in the field of gerontology and several older citizens with media experience were invited as additional resource people.

The process decided upon for the seminar was to assemble as many examples of extant programs for this audience as we could identify, to have those programs screened by the seminar participants, and to hold discussions on issues raised in the programs and by the participants We felt it was a useful process and most instructive.

The $300,000 we have in our present budget for FY 75 was allocated with an intent to support research and the production of one or more pilot programs. In the seminar, it was realized that there existed much varied material which was valuable and had not been broadcast. Subsequently, it was decided to move more rapidly to get a series of programs which would provide various portraits or images of the aged and aging on the air assembled from the best available material. Evaluation of the impact of each approach to the subject on audiences of different ages and socio-economic levels is a crucial part of this project. Accordingly, we asked the people at WITF in Hershey, Pennsylvania, to put together a series of programs using existing materials and we used our present funds to support that effort. This series will be broadcast and evaluated in the fall.

We have budgeted a like amount in our FY 76 budget, and are now in the process of setting up a review panel consisting of gerontologists, representatives from the national aging organizations and media research experts to aid us in selecting certain proposals for which we will provide funds to produce pilot programs.

When those have been completed, we will go through our normal process of testing and evaluation to help us select the best program to support as a series. We will also attempt to involve other funding sources in this effort.

In your letter you referred to funding programing for this audience on a "daily basis". Only one of the proposals we have received suggests a daily program. It has not been decided that this is the best approach. Frequency of broadcast, format, program length, time of day, treatment, etc. are all questions we hope to answer through the research and piloting process.

We continue to be committed to programing for this audience and believe we are making progress toward being able to provide the quality of program service that is needed.

My colleagues and I in public broadcasting are most grateful for your constructive interest and assistance. I assure you that the management in CPB is doing its best to pull together and harmonize the interests of all the organizations involved in public broadcasting. With your help and that of your colleagues in the Congress in providing adequate, insulated funding, we are confident of continued progress in giving the American people radio and television programs that meet the high standards that we all seek.

Sincerely,

HENRY LOOMIS,
President.

Enclosure.

MEMORANDUM

To: All CPB employees.
From: Henry Loomis
Subject: CPB hiring policy.

At the recent hearings before the House Commerce Subcommittee, the question of CPB hiring policies, particularly as they relate to employment of minorities and women, was raised.

Corporate hiring policies and procedures are as follows:

(1) When a position is vacated or a new position is created, the vacancy will be posted on the Corporation's bulletin board(s). The posting will list qualifications, responsibilities, level, and salary range.

(2) The posting will be for at least two weeks, during which period no commitments may be made, in order to ensure that all qualified individuals from within the organization have an opportunity to apply.

(3) It is standard corporate practice to inform the following organizations and to solicit their recommendations:

National Organization of Women; Cabinet Commission on Opportunities for Spanish speaking people; National Urban League; Other specialized organizations, if they exist, such as the National Association of Black Accountants.

(4) Depending upon the nature of the position, the Corporation may place ads in newspapers, make use of state employment jobs banks for positions that are expected to be filled from within the immediate area, or contact employment agencies.

Each such notice or contact makes clear that the Corporation is an Equal Opportunity Employer.

NATIONAL FRIENDS OF PUBLIC BROADCASTING, INC.,
New York, N.Y., April 9, 1975.

Hon. TORBERT H. MACDONALD,
Chairman, Communications Subcommittee, U.S. House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: The purpose of this letter is to share my thoughts about Bill H.R. 4563 now under consideration by your Subcommittee, and I would like to request that my comments be included in your hearing record on this matter.

For purposes of identification, I wish to state my affiliation with public broadcasting:

1. Founder and honorary chairman of the Friends of Channel 13 (WNET, New York, New York);
2. Member, Board of Trustees of the Educational Broadcasting Corporation (Channel 13, New York, New York); and
3. Founding Chairman, National Friends of Public Broadcasting.

This statement, however, represents my personal views.

My opinion, which I know is shared by many, is that major programming in general and culturally significant programming in particular can only be developed on the basis of orderly planning which permits financial commitments to be made in advance (eighteen months to two years is by no means extraordinary). Conversely, under the handicap of inadequate and annual appropriations which all stations have experienced, most significant programming today must be produced on an ad hoc basis, wholly inefficient economically and artistically. Long term planning permits individual programming within an overall concept and allows for well planned participation by leading experts It can only be through sustained financial stability that public broadcasting can begin to realize the full potential which we all envisioned at its inception. If our goals are to be reached, the sums proposed in Bill H.R. 4563 are inadequate, and I hope that the Subcommittee will take this into consideration during its deliberations.

I would like to state the purposes and program of the National Friends of Public Broadcasting in order to properly identify this organization for the distinguished members of this Subcommittee. The National Friends of Public Broadcasting, a non-profit organization, was incorporated four years ago to develop local support groups at the local level for the local stations, and through this to develop an informed constituency for public broadcasting. In four years, local volunteer support groups representing 84 out of the 152 existing station licensees have been developed or expanded. At last count, a constituency across the country of over 200,000 citizens has, through its activities at the local level, evidenced its concern for the well-being of its stations. These 200,000 citizens are people engaged in volunteer efforts responsive to the needs of their stations. They constitute the only nationwide grass roots nonprofessional support group for public broadcasting.

National Friends of Public Broadcasting does not dictate national policy to its members. It operates as a guide in the development and structure of volunteer groups, as a clearing-house for information on volunteer activities, and as a source of information on news of national importance about public broadcasting. Mailings of news items from responsible sources go out to members several times a month, and the members are urged to discuss these materials with station management in order to understand the point-of-view of the station and to assist in the interpretation of this to their communities.

Using the procedures described above, the National Friends of Public Broadcasting will keep its members fully informed about this important pending legislation.

I strongly urge the distinguished members of this committee to support adequate long-range financing for public broadcasting to enable it to function properly now and in the future.

Respectfully submitted,

Mrs. William Schuman,
Chairman.

United States Catholic Conference,
Department of Communication,
New York, N.Y., April 4, 1975.

Hon. Torbert H. Macdonald,
Chairman, Subcommittee on Communications and Power, Committee on Interstate and Foreign Commerce, U.S. House of Representatives, Washington, D.C.

Dear Mr. Macdonald: As a member of the Advisory Council of National Organizations to the Corporation for Public Broadcasting the United States Catholic Conference is on record in support of long range financing for public broadcasting.

Moreover, at the March 11–12, 1975 meeting of the Advisory Council of National Organizations we joined in the unanimous vote of that body to endorse the Public Broadcasting Financing Act of 1975 but at the higher ceiling levels recommended by public broadcasting representatives and the Senate Communications Subcommittee.

By this letter we wish to reaffirm the United States Catholic Conference support of the Public Broadcasting Financing Act of 1975, now before the Congress as HR4563 and S893. We are also hopeful that the maximum funding ceilings specified in the bill are increased to the higher funding levels endorsed by ACNO, Public Broadcasting representatives and the Senate Communications Subcommittee, namely $88 million in FY '76 graduating to $160 million in FY '80.

Very truly yours,

Rev. Patrick J. Sullivan, S.J.,
Associate Secretary for Communication,
United States Catholic Conference.

WETA,
Public Broadcasting in the Nation's Capital,
Arlington, Va., May 2, 1975.

Hon. Torbert Macdonald,
Communications Subcommittee, House Commerce Committee, Rayburn Office Building, Washington, D.C.

Dear Congressman Macdonald: On behalf of WETA and the Greater Washington Educational Telecommunications Association, Inc., I would like to thank you for allowing us to submit this letter for the record joining others in support of the public broadcasting long-range funding Bill before you, and adding some factual data that we believe may be helpful in your deliberations.

During the hearings, several references were made to WETA/Channel 26 here in Washington as an example of a station that would benefit from the proposed legislation. For that reason, we feel that it is appropriate that the record reflect the fact that WETA has already made considerable progress in its minority programming and employment practices, and pledges itself to even greater progress, given the funds that would flow from this legislation if adopted. To this end, we would like to offer the following statements of fact concerning our service area, our programming (both local and national), our employment practices, and certain other matters.

SERVICE AREA

The Washington, D.C. standard metropolitan statistical area consists of the District of Columbia; the Virginia cities of Alexandria, Fairfax and Falls Church; Fairfax, Arlington, Prince William and Loudoun counties in Virginia; and Montgomery and Prince Georges counties in Maryland. The population of this area, according to the 1970 census, the latest official figures, are summarized in the following table together with the same figures for the District of Columbia alone.

TABLE I.—WASHINGTON, D.C. STANDARD METROPOLITAN STATISTICAL AREA

	Total	White	Black	Spanish Surnamed	Other
Population (area)	2,861,123	2,124,093	703,745	70,904	32,475
Female (area)	1,476,283	1,090,821	368,554	37,136	16,863
Percentage (area)	100.0	74.3	24.6	2.5	1.2
Female (area)	100.0	73.9	25.0	2.5	1.2
Population (District of Columbia)	756,510	209,272	537,712	15,671	9,526
Female (District of Columbia)	405,019	115,184	285,110	8,758	4,725
Percentage (District of Columbia)	100.0	27.7	21.1	2.1	1.2
Female (District of Columbia)	100.0	28.4	70.4	2.2	1.2
Percentage (District of Columbia of area)	26.4	9.8	76.4	22.1	29.2

From the figures, it can be seen that while Washington, D.C. is over 70% black, the District is only 26.4% of our service area. Further, the service area itself is less than 25% black

It is undeniably true that WETA/TV is licensed to the city of Washington, D.C., and our programming service must and does include a major emphasis on service to this particular part of our larger service area. However, from the beginning when we competed for the license in a comparative hearing with the District of Columbia Board of Education, we pledged ourselves (and won approval from the FCC ". . . to furnish a non-profit and non-commercial educational television broadcast service to the *Greater Washington Area* . . ." (emphasis added). We are proud of our record in doing just that. In formulating programming plans and employment goals we have always kept in mind the racial and ethnic composition of our service area.

PROGRAMMING

In the programming area where our national program services have tended to reflect the lower appropriate national averages for minority programming, we have often found ourselves devoting a higher than proportionate effort toward developing additional minority programs to bring the overall presentation more in line with the character of our service area. In Attachment A we recap our local programming effort for the past two seasons. In it we have not attempted to classify all programs as to target audience since we feel that many of our programs on home rule, budgets, D.C elections should appeal to the entire population, and other series such as INNER CIRCLES and POWER AND THE PEOPLE are designed to cross all racial, ethnic and cultural lines. Samples of our programming are available for review by the committee and its staff.

In addition to the above noted local programs which represent nearly three-quarters of a million dollar investment, WETA regularly acquires and presents all of the minority programming available to us from PBS. In fact, we were one of only 43 stations is the system to purchase the BLACK JOURNAL program, and, of course, are the producers of INTERFACE, one of only three black-produced programs on the network.

It is a basic tenet of our programming philosophy to seek to reach a variety of special interest or target audiences through integration of such programming in our regular program service rather than by isolating different groups and presenting "specials" to meet highly individualized needs. Our current programs (see attachment) reflect this philosophy.

A further example of this approach is reflected by the composition of our local program producers staff: one black male, one black female, one white male, and one white female. Our deficiency in this regard, if at all, seems to lie in our failure to more effectively publicize both how we go about our business and the many-faceted results of our local productions.

EMPLOYMENT

In Attachment B we have summarized our progress in the employment area. This report has been prepared for our upcoming license renewal application. Of particular interest is the fact that in spite of declining overall employment (down more than 3%) we have increased our employment of women over 10% up to an overall total of 38.7%, and our employment of minorities rose 14.9% to an overall total of 20%. As noted in the Attachment, this progress has been at every level of the organization and in every department. There are no newly created divisions or departments and no attempt to isolate any individuals from full participation in the affairs of the station

In addition, since the inception of the special minority grant program of the Corporation for Public Broadcasting, WETA has applied for such a grant at each opportunity. We currently have on our staff one "graduate" of that program, and an application prepared for the coming grant period.

OTHER MATTERS

Currently, our studio facilities are located in Shirlington, Virginia. This is so primarily because our former landlord (Howard University) exercised its option not to renew our lease just over two years ago. It was only after more than 100 potential sites for relocation within the District of Columbia had been evaluated and rejected, that we were forced to settle in our current location. However, from the moment we moved here, our staff has continuously been actively seeking a way to return to our city of license. We hope to have an announcement on this matter in the near future.

We would like to support the remarks of others before the committee in proposing a better signal for public broadcasting in Washington. To this end, we applied to the FCC for an experimental license on Channel 12 nearly three years ago. Six months ago, we filed a further "Petition for Expedited Processing" to attempt to get a prompt decision. All these matters are still pending.

We sincerely believe that the stability provided by the long-range funding Bill at industry-proposed levels will enable us to dramatically improve our service to the community. We, further, hope that the information we have provided herein will aid the Committee in its deliberations.

Respectfully submitted,

WARD B. CHAMBERLIN, Jr.,
President and General Manager.

Attachments.

WETA-TV LOCAL PRODUCTIONS—1974-75 SEASON

A. INNER CIRCLES

A weekly, half-hour, behind-the-scenes look at Washington's "inner circles"—from the inner circle of those who train police officers, to the inner circle of people who are both black and deaf. A run-down of the individual programs follows:

IC-1 "Life on the Line"—police selection and training in the District of Columbia.

IC-2 "The Georgetown Waterfront Decision"—a controversial zoning decision is examined.

IC-3 "A Conversation with Antal Dorati"—music director of the National Symphony.

IC-4 "In A Silent Way"—Washington's black hard-of-hearing.

IC-5 "Two Different People with the Same Last Name"—Abe and Irene Pollin discuss the creation of the Capital Centre.

IC-6 "Lorton: It's About Time"—the controversy surrounding Lorton Reformatory.

IC-7 "The Hirshhorn Museum: A Personal View"—Abram Lerner, director of Washington's newest museum, discusses his favorite art works while touring the galleries.

IC-8 "Classical Gas"—announcers Bill Cerri, Fred Eden, and Renee Channey discuss drive-time classical music radio in Washington.

IC-9 "Psychic Phenomena: Is Anybody Out There?"—Paul Lally interviews Jean Byrd, director of Washington's Isis Center for the study of the occult.

IC-10 "Seven Years After"—a look at the riot areas of Washington on the seventh anniversary of the assassination of Martin Luther King, Jr.

IC-11 "The Repeaters"—recitivism and criminal justice in the District of Columbia.

IC-12 "Metro: What's Going On Down There?"—a film portrait of Washington's subway system under construction.

IC-13 Tom and Zelda Fichandler are interviewed on the 25th anniversary of Arena Stage.

IC–14 "On the Plus Side"—a look at innovation and experimentation in the D.C. Public Schools system.
IC–15 Cartoonist Herblock of the Washington Post is interviewed by Carolyn Lewis.
IC–16 A look behind-the-scenes at the emergency room of Providence Hospital.
IC–17 The Media and Washington's Spanish-Speaking Community.
IC–18 The Museum of African Art.
IC–19 Saving the Washington Star: An Interview with Editor James Bellows.

B. POWER AND THE PEOPLE

Beginning in November, 1974, WETA, in cooperation with the Citizen's Inter-Active Media Coalition, presented a five-program series on energy and inflation and their effects on existing community problems. These programs were part of an inter-active process designed to involve the individual in solutions to community problems. The goal was to link people with other people and organizations working on community problems, and to send the results to government and industry decision-makers so that future planning and policy reflect the needs of the people of the Washington area. Discussion groups were formed to watch the programs and send back Feedback Questionnaires. Information packets were assembled which went to all viewer groups, libraries, and individuals requesting them. The packets contained lists of organizations which viewers can join, government and industry groups which are active in community efforts, and fact sheets. After each program, viewers were able to call WETA to talk to experts.

The five programs discussed energy and inflation as they relate to the following:

PP–1 Transportation (Broadcast November 14, 8:30 p.m.).
PP–2 Housing (Broadcast December 12, 8:30 p.m.).
PP–3 Food (Broadcast January 16, 9 p.m.).
PP–4 Ecology (Broadcast February 13, 9 p.m.).
PP–5 Lifestyles (Broadcast March 20, 9 p.m.).

C. THE BILLION DOLLAR QUESTION

WETA-TV preempted its scheduled programming from 10:30 to 11 p.m. Monday, April 7, 1975, through Friday, April 11, 1975, to present this five-part special on the processing of the District of Columbia Government's controversial $1,073,000,000 budget for fiscal year 1976. Each night, the heads of the important City Council committees were interviewed by local journalists who cover the city government. The city's budget director appeared on the closing program to represent Mayor Walter Washington's position. Guests included Marion Barry, James Coates, William Spaulding, Polly Shackleton, and Comer Coppie. The reporters were Corrie M. Anders of the Washington Post, Michael Kiernan of the Washington Star-News, Barbara Bowman of the Post, Ben Dudley of WHUR-FM, and Walterence Swanston of WETA-TV. WETA's Public Affairs Manager, Sam Johnson, was the producer and moderator.

D. HOWARD UNIVERSITY SPEAKS

This series of six half-hour programs was produced entirely by Howard University students using funds and facilities provided by WETA. The programs were as follows:

January 4—A discussion of the religious influence of the Indian guru Maharaj Ji on Blacks.
January 11—"The Bisons—A New Outlook", about the Howard football team.
January 18—"Conversations"—four original vignettes on black lifestyles, with original scripts and music.
January 25—"Astrology: The Original Religion"—Astrologists Jertha Love, Chuck Green, Marcia Brown, and songstress Carolyn Plummer discuss planetary influences on black life styles.
February 1—"The Music Makers"—a discussion concerning music as a business enterprise.
February 8—"Upward Bound"—a discussion of Upward Bound government-sponsored program as it effects young Blacks in D.C. area.

E. ELECTION SPECIALS

September 9 "Where They Stand"—presented the candidates for the Democratic Mayoral Primary of the District of Columbia.

November 2, 3—"The Home Rule Council"—presented all of the candidates for the D.C. Council from each of the wards in the city in three hour-long programs. Film portraits of each ward were included. The moderator was WETA's public affairs manager, Sam Johnson.

F. LOCAL FOLLOW-UPS TO NATIONAL PROGRAMS

October 21—"With a Little Help"—D.C. follow-up to national special on alcoholism, featuring local doctors and ex-alcoholics.

March 31—"Shades of Blue"—The first of five local follow-ups to the PBS series on mental health called "The Thin Edge", this program examined depression. Viewers were able to telephone questions to experts in the studio. A discussion of local services in this area was featured.

April 14—"Handle With Care"—local follow-up to "The Thin Edge" program on aggression, featuring local experts, phone-in.

April 28—"The Heaviest Burden"—local follow-up to "The Thin Edge" program on guilt, featuring local experts, phone-in.

May 12—Local follow-up to "The Thin Edge" program on anxiety.

May 26—Local follow-up to "The Thin Edge" program on sexuality.

G. OTHER SPECIALS

November 25—"Compared to What? Compared to Me!"—film special on the activities of Compared to What, Inc., a local arts organization, including concerts and workshops for children.

June 3—"Concert by the WETA Trio"—a live, 90-minute, WETA-TV-FM stereo simulcast by three prominent Washington musicians: violinist Virginia Harpham, cellist John Martin, and pianist Erik Hillman, performing trios by Mendelssohn, Mozart, and Brahms.

WETA-TV LOCAL PROGRAMING, WASHINGTON METROPOLITAN AREA—1973-74

HEALTH SPECIALS

Using doctors to answer questions about five areas, hypertension, birth defects, pulmonary disease, trauma and cancer. Repeated twice in English, once in Spanish:

One Twenty Over 80 (Nov. 19, 1973); As Long As It's Healthy (Dec. 17, 1973); Life and Breath (Jan. 14, 1974); Emergency Care, Is It Enough? (Feb. 11, 1974); and When Cancer Warns (Mar. 11, 1974).

EBONY REFLECTIONS PROGRAMS, 1973-74

The Barnet-Aden Gallery—the first private black-owned art gallery in the U.S.

Al Williamson, Assistant Director for Consumer Affairs for METRO is interviewed. Discussion focuses on citizen's input to the planning of the new rail-surface rapid transit system for D.C.

Brig Owens, player-representative for the Washington Redskins talks about racial aspects of professional sports.

A visit to the National Capital Area Child Day Care Association, which represents 25 local day centers caring for over 1,200 children.

Home Rule Charter. James Banks, the Mayor's Assistant for Housing and Ban Gilbert, Head of the District's Planning Operations discuss provisions of the Home Rule Charter. (The League of Women Voters, D.C., was especially helpful in developing this program.)

Northwest Settlement House, an inner city community organization.

Business Education. The Urban Business Education Association—a nonprofit training and counseling organization for entrepreneurs and those planning to enter business.

Northwest Settlement House, an inner city community organization.

Howard Theater Foundation—New Theater of Washington.

Food and Nutrition. Guest is Mildred Brooks, Chief Home Economist for the D.C. Department of Human Resources.

Public Television—a Black Point of View. Black broadcasters talk about their experiences in public television.

U-BAD—United Blacks Against Discrimination. This program is in three parts:

1. Swimming class conducted by Jacqueline Dickerson for visually impaired senior citizens.
2. Nell Pendleton, chairperson of U-BAD, talks about activities of her group at Walter Reed Hospital to improve the situation for black workers.
3. Film of a Sunday morning at the St. Paul A.M.E. Church, Rev. Goodman Douglas, Pastor.

Gil Scott-Heron, Washington based singer, composer, poet and musician sings selections from his latest album, Winter in America.

Alternatives to Incarceration. Advantages and disadvantages of the halfway houses for offenders. Guest is The Rev. Benjamin Chavis, Director, D.C. Field Office, United Church of Christ Commission for Racial Justice.

Music and Drama. Ford's Theater production of "Don't Bother Me, I Can't Cope". A scene from "Boseman and Lena", from the Back Alley Theater.

Teen Attitudes . . . three high school students. Second part of program focuses on a conference on status of Black Women.

Federal City College Dance Workshop presents dance selections.

Blacks in Films. Bob Gibbs, founder of Black Spear Historical Productions will discuss history of blacks in films.

The D.C. Bicentennial. Guests are James Gibson, James Alexander, Dick Jones, and Ron Linton.

Two Candidates Speak. Anton Woods, D.C. Statehood Party, and William Phillips, Republican, two candidates for D.C. Delegate to Congress.

D.C. Black Repertory Company's fight for survival.

Larry Brown, Washington Redskins.

History of Washington's Black Churches.

High Score. Students from high school who counsel drop-outs.

Fashion Zenith. Local fashion designers and models.

Ambassador Edward Peal of Liberia.

Mutual Black Radio Network staff.

WHUR Howard University Radio staff.

Sterling Tucker.

Margo Barnett.

Nell Pendlton, United Blacks Against Discrimination.

WUST Radio staff.

Bowlers from the National Bowling Association.

Rev. Douglas Moore.

Bobb Gibbs and staff of Black Spear Historical Productions.

Wendell Robinson, Black Child Development Institute.

Robert Hooks and Clay Goss, D.C. Black Repertory Theater.

Hilton Felton Ensemble. Local jazz musicians.

Black Beauty Consultants (Posner Laboratories) and models.

Bill Harris, local jazz guitarist.

Attorney Wilhelmina Jackson Rolark, Public Safety Committee, D.C. Human Rights Commission, about police brutality.

Staff, Museum of African Art. Lecture and demonstration with kids.

Sam Jones, Dematha Coach Morgan Wooten and all-city basketball stars.

SPECIALS—1973

Jan. 4—Holidays . . . Hollow Days. Holidays as seen by inmates at Lorton Reformatory. Recently rebroadcast by WTTG–TV.

Feb. 19—Washington, D.C., A Living City.

March 6—Housing in Anacostia. Live special from the Anacostia Neighborhood Museum utilizing community produced videotape research on problems and community residents in audience participation.

April 30—Housing in Anacostia Revisited. Studio follow-up with H.R. Crawford, Calvin Rolark.

June 11—Flora Moulton-The Rejected Stone. Special on street singer of the blues.

Sept. 14 and 18—Black is a Beautiful Woman. National showing of one-woman show by Washington actress Margo Barnett.

Oct. 19—Roberta Flack Special.

Oct. 20 and 21—City Celebration. Live coverage of outdoor festival of D.C. Bicentennial exhibits and performances.

Oct. 29—All About Age.—Follow-up to national special on aging. Information and participants provided D.C. focus.

Dec. 8—Gift of Music. The D.C. Youth Orchestra (90 minutes).

Dec. 21—Town Meeting on the D.C. Public Schools. Studio presentation with audience and School Superintendent Barbara Sizemore.

SPECIALS—1974

April 6—VD—The Epidemic Nobody Knows. Doctors provide D.C. follow-up to national special on venereal disease.

May 6—Home Rule Special. Live remote from Martin Luther King Library, open public discussion of elements of Home Rule Charter.

May 23—Bikes, Bikes, Bikes. Film special on bicycles and cycling.

Sept. 9—Where They Stand. Presented the candidates for the Democratic Mayoral Primary.

Oct. 21—With a Little Help. D.C. follow-up to national special on Alcoholism with local doctors and ex-alcoholics.

Nov. 2 and 3—The Home Rule Council I; The Home Rule Council II; The Home Rule Council III. Presented all of the candidates for D.C. Council Seats from each of the wards in the city.

Nov. 25—Compared To What? Compared To Me! Film special on activities of Compared to What, Inc., including concerts and workshops for children.

HOWARD UNIVERSITY SPEAKS

The Communications Department of Howard University produced this series of 30-minute shows in our studios bi-weekly throughout the school year. Subjects ranged from music and art to business, economics and politics.

ALL METRO SPORTS

Throughout 1973 Sam Jones, former Coach at Federal City College, hosted the weekly series, featuring high school athletics.

WHATEVER

During 1973 and 1974 the open access series, WHATEVER, featured such subjects as these:

Washington's Church of Scientology; Slimastics: Shaw Health Center and Arlington YMCA; Acupuncture; Spiritual, folk and comedy songs by Sidney Valentine and Richard Blankenship; Haircuts in Georgetown; and Blacks in the Civil War.

Open Access means any person or organization may request time on the air to present his or her point of views on topics of his own choosing without restraint by WETA except according to FCC regulations on obscenity.

Finally, WETA also presented the *D.C. Delegate Reports* and Report From Capitol Hill, with Del. Walter Fauntroy, culminating with a special on the eve of the Congressional vote on Home Rule. The special was filmed at the Museum of African Art and featured a number of local persons who had worked to bring about Home Rule.

ATTACHMENT B

WETA EMPLOYMENT PRACTICES REPORT

This report, summarizing the manner in which the specific practices undertaken pursuant to the station's equal employment program have been applied and the effect of these practices upon the applications for employment, hiring and promotions of women and minority group members, is divided into two parts. First is a review of the progress over the past license term under our EEO program; and, the second is a prospectus covering intended implementation, related intern programs, and the Employee Improvement Fund.

WETA's Equal Employment Opportunity Program reproduced below has been in effect throughout the current license term. It has had a positive effect on employment practices.

EQUAL EMPLOYMENT OPPORTUNITIES PROGRAM AT WETA-TV/WETA-FM

The employment policy of the Greater Washington Educational Telecommunications Association, Inc., licensee of WETA-TV and WETA-FM, has been developed as follows and will be enforced in all employment decisions involving either WETA-TV or WETA-FM.

1. Employment, promotion, transfer, on-job training, demotion, compensation and separation decisions at WETA-TV and WETA-FM shall be based only on appropriate combinations of such factors as skills, knowledge, merit, service, physical fitness, capacity and ability to effectively perform work assignments.

2. These factors shall be determined, as appropriate, by work and education reviews, interviews, examinations, and tests, reference checks and analyses of total job requirements, *without regard to such nonpertinent factors as race, creed, color, sex, age, ancestry, or national origin.*

WETA-TV-FM EMPLOYMENT DATA (FCC FORM 395)

	1973		1974		1975	
	Number	Percent	Number	Percent	Number	Percent
TV:						
Women	53	35.1	55	36.7	58	40.6
Minorities	21	13.9	24	16.0	28	19.6
Total	151		150		143	
FM:						
Women	3	20.0	2	14.3	2	16.7
Minorities	3	20.0	3	21.4	3	25.0
Total	15		14		12	
Combined:						
Women	56	35.0	57	34.8	60	38.7
Minorities	[1] 22	13.8	27	16.5	31	20.0
Total	[1] 160		164		155	

[1] 6 employees, of which 2 were members of minority groups, were reported for both FM and TV in 1973, so the total has been adjusted to count each employee only one. In 1974 and 1975 employees serving both FM and TV were recorded for TV only since less than 5 percent of their time is spent on FM matters (see FCC form 395 for 1974 and 1975).

Note: Percentage change from 1973 to 1975: Women, +10.6 percent; minorities, +44.9 percent; total, —3.1 percent

Please note that while total employment has declined by more than three percent (3%), the employment of women has risen more than ten percent (10%), and the employment of minorities has jumped nearly forty-five percent (45%). Furthermore, this progress has taken place at every level of the company.

In the case of female employees, there were 2 (12.5%) in the "Managers and Officials" category in 1973, and now there are 5 (22.7%). Recent industry-wide figures released by the FCC itself reveal that the current national average is 11.4%. In the "Professional" category, the comparable figures are 18 (31.6%) in 1973 to 25 (44.6%) in 1975, while the national average is 15%. In the "Technical" category, there were no females in 1973 (0%), but now there are 3 (7.1%). The national average in this category is 2.8%. In the "Clerical and Office Worker" category there were 36 (75%) in 1973, and now there are 27 (81.8%), while the national figure is 89.3%.

In the case of minorities, there were 2 (12.5%) in the "Managers and Officials" category in 1973, while there are 3 (13.6%) now. The national average is 6.2%. In the "Professional" category the figures are 3 (5.3%) in 1973 and 7 (12.5%) in 1975, with the national average at 10.9%. In the "Technical" area the number of minority employees has remained at 7, while percentage has declined somewhat from 20% in 1973 to 16.6% in 1975. However, in spite of this percentage decline, we remain above the national average of 10.7%. In the "Clerical and Office Worker" category, there were 6 (12.5%) in 1973 and 12 (36.4%) in 1975, while the current national average is 18.7%.

While this progress is substantial in virtually every respect, it is especially remarkable in view of the uncertain economic conditions of the past two years which resulted in the 3% decline in overall employment. These figures are all reproduced on the next page.

	All employees	Male	Female	Minority	Caucasian	Percent female	Percent minority
Managers and officials:							
1973	16	14	2	2	14	12.5	12.5
1974	22	20	2	2	20	9.1	9.1
1975	22	17	5	3	19	22.7	13.6
Professional:							
1973	57	39	18	3	54	31.6	5.3
1974	71	40	31	6	65	43.7	8.5
1975	56	31	25	7	49	44.6	12.5
Technical:							
1973	35	35		7	28		20.0
1974	40	40		7	33		17.5
1975	42	39	3	7	35	7.1	16.6
Clerical:							
1973	48	12	36	6	42	75.0	12.5
1974	29	5	24	10	19	82.8	34.5
1975	33	6	27	12	21	81.8	36.4
Service:							
1973	4	4		4			100.0
1974	2	2		2			100.0
1975	2	2		2			100.0

Note: All figures based on FCC form 395 reports for the identified year.

In addition, we will continue to assure nondiscrimination in recruiting by a) posting notices on bulletin boards and in employment areas informing employees and applicants of their equal employment rights, including the right to inform the FCC and the EEOC if they believe they have been the victim of discrimination; b) placing employment advertisements in media which have significant circulation among minority-group people or women; c) recruiting through schools and colleges with significant minority-group or women enrollments; d) maintaining systematic contact with women's, minority and human relation organizations, leaders and spokespeople to encourage referral to qualified minority and women applicants; e) encouraging current employees to refer women and minority applicants; and f) making known to all recruitment sources that qualified women and minority-group members are being sought for employment consideration.

Further, we have designated an Affirmative Action Co-ordinator, who is responsible for assuring nondiscrimination in all phases of recruiting, selection and hiring, transfer and promotion, and examination of rates of pay and fringe benefits to assure equality among all employees.

All of our collective bargaining agreements already contain non-discrimination clauses and their implementation will continue to be unswervingly enforced.

In addition to all of the above, WETA-TV-FM is establishing formal intern programs with Howard University, Federal City College, American University, Mt. Vernon College, and the University of Maryland. Under this program, each college will select up to two students per semester each year to be given "hands-on" training in either a professional or technical job. All colleges are urged to offer minority-group members and women opportunities for these positions, with final acceptance of all candidates subject to review by WETA.

Finally, WETA is establishing an "Employee Improvement Fund" under which any employee may be reimbursed up to 50% of the tuition cost for any job-related course at any recognized school, college, or university in the Washington area. Final determination of actual percentage reimbursement will depend on how directly the curriculum is related to the person's present job or direct promotional opportunity. Women and minorities will be encouraged to avail themselves of this program.

[Whereupon, at 12:51 p.m., the hearings were adjourned.]

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